Book 4

Shahr Ramadan

Project Booklet

Under the Guidance of Moulana Nabi R. Mir (Abidi)

Please recite a Sūrah al-Fātiḥah for
the sponsors of this project booklet.

Important dates in Shahr Ramaḍān

8th	Wafāt of Ḥaḍrat Abū Ṭālib ibn ʿAbdul Muṭṭalib
10th	Wafāt of Ḥaḍrat Khadījah al-Kubrā
14th	Martyrdom of Ḥaḍrat Ḥamzah at the Battle of ʾUḥud
15th	Wilādah of Imām Ḥasan (ʿa)
17th	Battle of Badr
18th	Night of Ḍarbat of Imām ʿAlī (ʿa); Laylatul Qadr
19th	Imām ʿAlī (ʿa) is injured during Fajr prayers
20th	Laylatul Qadr
21st	Shahādah of Imām ʿAlī (ʿa)
22nd	Laylatul Qadr
25th	Jumuʿatul Widāʿ (Friday, April 5th, 2024)

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Please recite a Sūrah al-Fātiḥah for the marḥumīn of those who contributed to this booklet.

INFORMATION AND INSPIRATION:

Verses of Light
The Guiding Light book 5: Cleanliness in Islam

Elsa Support: Angry Volcano
Islam From the Start: Put God First
McGraw Hill: Decision Making Foldable
Noor Kids: Learn How to be Humble
DIY Labs: Wash Your Hands
Camp Clem: Laundry Machine
Ayeina: Haram and Halal Food Traffic Light
The Craft Train

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Dear Brothers and Sisters,

Salāmun ʿalaykum!

May Allah (swt) bless you and your families. Shahr Ramaḍān Mubārak! Indeed, the month of Allah (swt) has arrived, and we thank Him for giving us the honor of being His special guests once again. As His honored guests this month, we have the golden opportunity to be showered with His divine love and mercy! This isn't just ordinary love — with Allah's love we have the potential to reach great success. So, how can we attain this exceptional love and mercy? Allah (swt) gives us the recipe to attaining His love in the Qurʾān:

قُلْ إِن كُنتُمْ تُحِبُّونَ اللَّـهَ فَاتَّبِعُونِى يُحْبِبْكُمُ اللَّـهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَاللَّـهُ غَفُورٌ رَّحِيمٌ

Say [O Muḥammad], 'If you love Allah, then follow me; Allah will love you and forgive your sins.' And Allah is the All-Forgiving, All-Merciful.[1]

Indeed, by following the Noble Prophet's guidance and making a firm effort this month to abstain from sins and seek His divine forgiveness, we can become His beloved ones. In order to truly achieve this lofty status, we must also strive to embody the traits of His beloved ones mentioned in the Qurʾān:

1. إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَّقِينَ: "...indeed Allah loves the muttaqīn" (those who have taqwā)[2]

   The muttaqīn are those who have attained taqwā — a state of God-consciousness and fear that allows you to control your desires. This is the month for us to take control of our lives and think before we act. In this month, consciously ask yourself in as many situations as you can, "will Allah (swt) be pleased with this action of mine?"

2. وَاللَّـهُ يُحِبُّ الْمُطَّهِّرِينَ: "...and Allah loves the muṭṭahhirīn" (those who purify themselves)[3]

   The muṭṭahhirīn are those who strive to purify themselves externally, spiritually, ritually, and internally. In this month, assess: are my thoughts pure? Are my actions pure? Is what I am saying, seeing, and listening to, pure? All my body parts are an amānah (trust) from Allah (swt); thus, I must use them in His way.

3. وَٱللَّهُ يُحِبُّ ٱلصَّـٰبِرِينَ: "...and Allah loves the ṣābirīn" (those who are patient)[4]

   The patient ones are those who endure, make decisions based on intellect, and have the insight to think long term. We already struggle with being cordial with others, especially our families, but doing so on an empty stomach adds to this struggle. This month, strive to be patient with those around you, especially your family, friends, and coworkers.

4. وَاللَّـهُ يُحِبُّ الْمُحْسِنِينَ: "...and Allah loves the muḥsinīn" (the good doers)[5]

   The muḥsinīn are those who do good even before being asked. They provide so much goodness that you almost become needless. We should anticipate people's needs and wants, and attempt to resolve them even before they ask and without seeking any reward or acknowledgment. In this month, we celebrate the birthday of Imām Ḥasan (ʿa), whose name means goodness, so we should strive to lend a helping hand in all areas. This goodness must begin in your home, especially towards your parents.

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[1] Noble Qurʾān, Sūrah Āl ʿImrān (3), Verse 31.
[2] Noble Qurʾān, Sūrah at-Tawbah (9), Verse 4.
[3] Noble Qurʾān, Sūrah at-Tawbah (9), Verse 108.
[4] Noble Qurʾān, Sūrah Āl ʿImrān (3), Verse 146.
[5] Noble Qurʾān, Sūrah Āl ʿImrān (3), Verse 134.

5. إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُقْسِطِينَ: “...indeed, Allah loves the muqsiṭīn” (the just ones)[6]

   Qisṭ is not only justice — it is the highest level of justice. Justice is having balance and ensuring that everything is put in its correct place. When we pray to Allah (swt), we ask Him to deal with us according to His faḍl (grace), not justice. This is because if He treats us with His justice, we will be at a loss. This month, let us deal with others the way we want Allah (swt) to deal with us. Even in situations where others are unjust towards you, be gracious and forgive them. By being the bigger person, you will eventually be able to reach their hearts. Especially pray for the injustices being done against our brothers and sisters all over the world.

6. إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَوَكِّلِينَ: “...indeed Allah loves the mutawakkilīn” (those who rely on Him)[7]

   Those who have tawakkul are those who rely on Allah (swt). Tawakkul means to do your part and put all the pieces together, but leave the result with Allah (swt) because His permission is the triggering factor of an action. This month, let’s endeavor to embed positive habits and rectify negative traits within ourselves. Inshāʾ Allāh, if we take the first step and do our part, we can rely on Allah (swt) to give us the extra support we need.

Alḥamdulillāh, we are pleased to launch the Shahr Ramaḍān Project Booklet. May these lessons increase the love for Qurʾān and Ahlul Bayt (ʿa) in the hearts of our children, and encourage them to have the best akhlāq. We pray to Allah (swt) to elevate our ranks and inspire us to strive in His way and His cause during this holy month, and throughout our lives, in order to receive our rewards on the day of Eidul Fiṭr from Allah (swt) through our beloved Imām al-Mahdī (ʿaj).

Jazākallāh khayrā and best wishes,
Nabi R. Mir (Abidi)
Resident ʿĀlim of SABA Islamic Center

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[6] Noble Qurʾān, Sūrah al-Mumtaḥinah (60), Verse 8.
[7] Noble Qurʾān, Sūrah Āl ʿImrān (3), Verse 159.

Lesson 1: Allah is Aware of What We Do!

(taken from *Verses of Light*, lesson 24)

OBJECTIVE

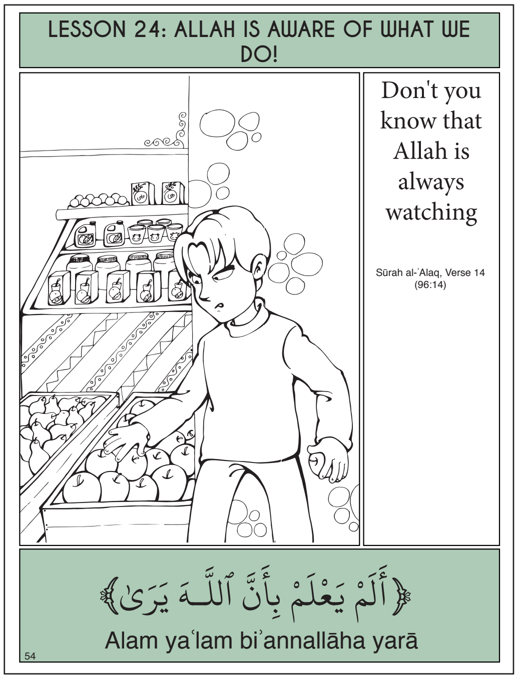
Students will learn that Allah is always watching over us. They will then memorize the āyah.

أَلَمْ يَعْلَمْ بِأَنَّ ٱللَّـهَ يَرَىٰ

Transliteration: Alam yaʿlam biʾannallāha yarā
Translation: Don't you know that Allah is always watching
Āyah Source: Sūrah al-ʿAlaq, Verse 14 (96:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about how Allah is always watching over us. Can you think of any examples in our world where we have a video camera recording our actions? Why are these cameras there? How do we act in front of these cameras?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah is saying "don't you know" to? Students will most likely answer, "Us - human beings." Explain that this is a rhetorical question that means "don't you realize," or "know I'm always watching."
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 24: ALLAH IS AWARE OF WHAT WE DO!

Don't you know that Allah is always watching

Sūrah al-ʿAlaq, Verse 14 (96:14)

﴿أَلَمْ يَعْلَمْ بِأَنَّ ٱللَّـهَ يَرَىٰ﴾

Alam yaʿlam biʾannallāha yarā

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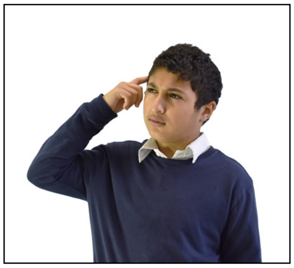
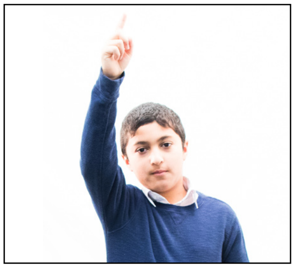
STEP 2: DISCUSSION

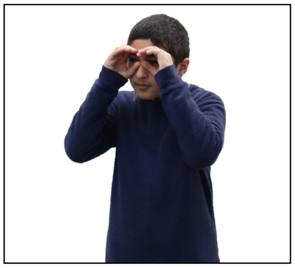
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Why do you think Allah reminds us in the Qurʾān that He is always watching us?
   - Remember, that Allah also watches us to protect and look out for us, especially when we feel alone! Allah is the best protector and is always cheering us on to do good deeds!
   - When we know Allah is watching us, would that change the way we act? How does that help us to do more good actions? How does that help us refrain from bad ones?
   - Why do we sometimes forget that Allah is watching us and still disobey Him?
   - If there was a camera in our classrooms, would you be more conscious of what you say or do? What if you knew that the Imām of our time was going to get a report of your actions at the end of the day? Would this make you want to please the Imām (ʿa) so Allah is pleased with you?
   - How does it make you feel when you think about Allah watching you? Examples - intimidated, nervous, scared, want to act more proper, uncomfortable, happy, protected, etc. Why do you feel this way?
   - Allah is always watching over us, which is very good! We're blessed and lucky to have the greatest Protector who is the All-Merciful, Knowledgeable, and Powerful!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make binoculars with your hands on your eyes,' be sure to say the Arabic (yarā) and translation (watching) so that students can associate the sign with the Arabic word and English meaning.


One finger pointing on the temple
(Alam yaʿlam - don't you know)


Point up
(biʾannallāha - that Allah is always)


Make binoculars with your hands on your eyes
(Yarā - watching)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ahmad was walking down the street when he saw some shiny, juicy looking apples inside a grocery store window. He decided to go inside and get a few. Khalid, the store owner, was standing behind the counter and saw Ahmad walk in. "Salāmun ʿalaykum Ahmad!" Khalid kindly greeted him "Do you need help finding anything today?" "No, thank you," Ahmad replied, "I'm just looking." When he reached the apples, he sneakily glanced at Khalid to make sure he was still by the counter. Ahmad stuffed a few into his backpack and quickly slipped out of the store while Khalid was busy with some other customers.

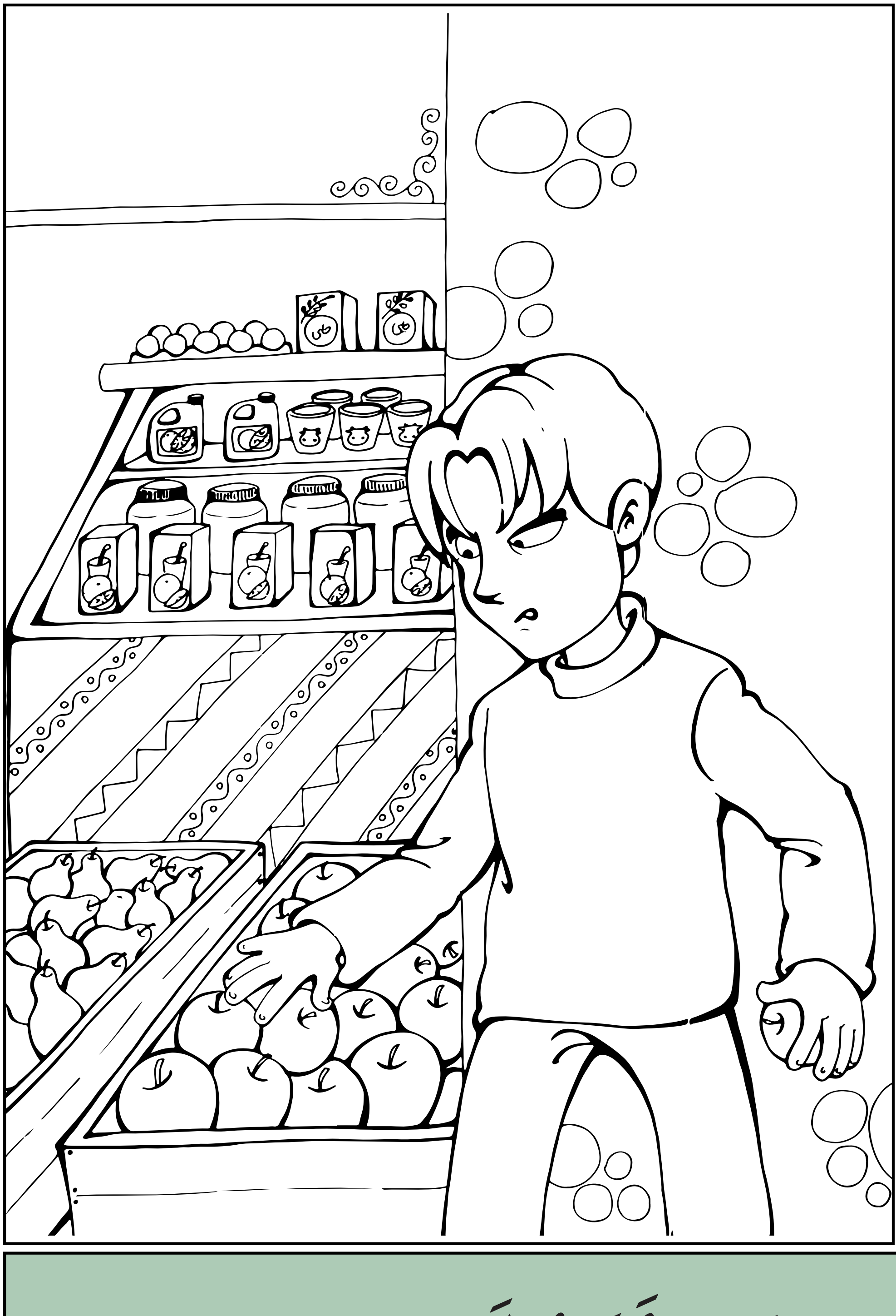
Ahmad raced back home, surprised to have gotten away without Khalid noticing! He went to his friend's house and bragged about how sneaky and fast he was. His friend shook his head and said, "Ahmad, how can you say that no one saw you steal the apples? Did you forget that Allah says [read āyah with translation]?" Ahmad's heart started beating rapidly. He had forgotten that Allah was always watching and was probably not happy with his actions. Ahmad raced back to the store even faster than before. He apologized to Khalid for what he had done and gave him money for the apples. "MāshāʾAllāh Ahmad, I'm glad you came back and fixed your mistake" Khalid said. "And you should always remember, even if no one is around, Allah can always see what you are doing."

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We always want to remember that Allah loves us and is always watching us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

ALLAH IS AWARE OF WHAT WE DO!



Don't you know that Allah is always watching

Sūrah al-ʾAlaq, Verse 14
(96:14)

﴿أَلَمْ يَعْلَمْ بِأَنَّ ٱللَّهَ يَرَىٰ﴾

Alam yaʿlam biʾannallāha yarā

Galaxy Craft

Objective: Children will learn about remembering Allah (swt) and that He is always watching us.

In the lesson, we learned that we must always do the right thing because Allah (swt) sees all that we do. How does this help us do the right thing?

Think about how important our parents are to us and how much we love them. We don't want to do anything to let them down or disappoint them. Similarly, if we love Allah (swt), then we should want to please Him. Remembering that He is watching us helps us make good choices, stay on the path of our purpose, and grow closer to Allah (swt).By doing this, we can all have a good ākhirah, inshāʾAllāh.

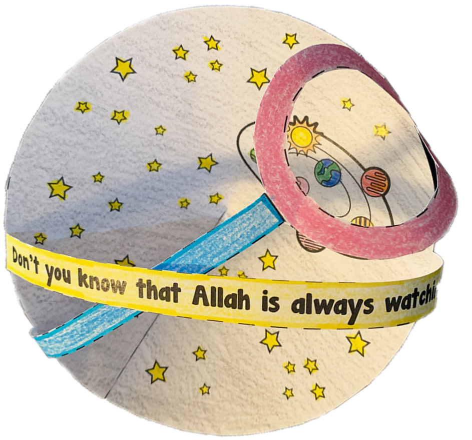
Today we will make a special project to remind us that Allah (swt) is always watching and that we should do the right thing to please Him.

Suggested Ages: 5+

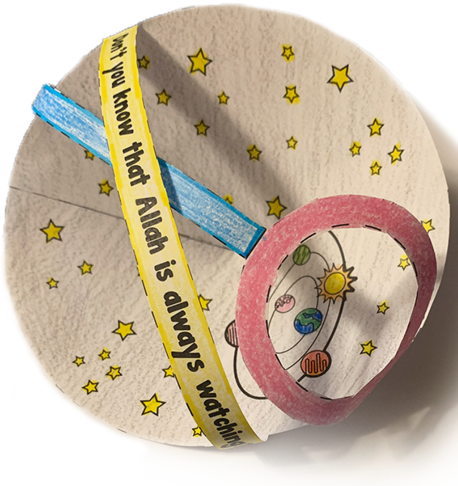
Time: 40 minutes

Materials:

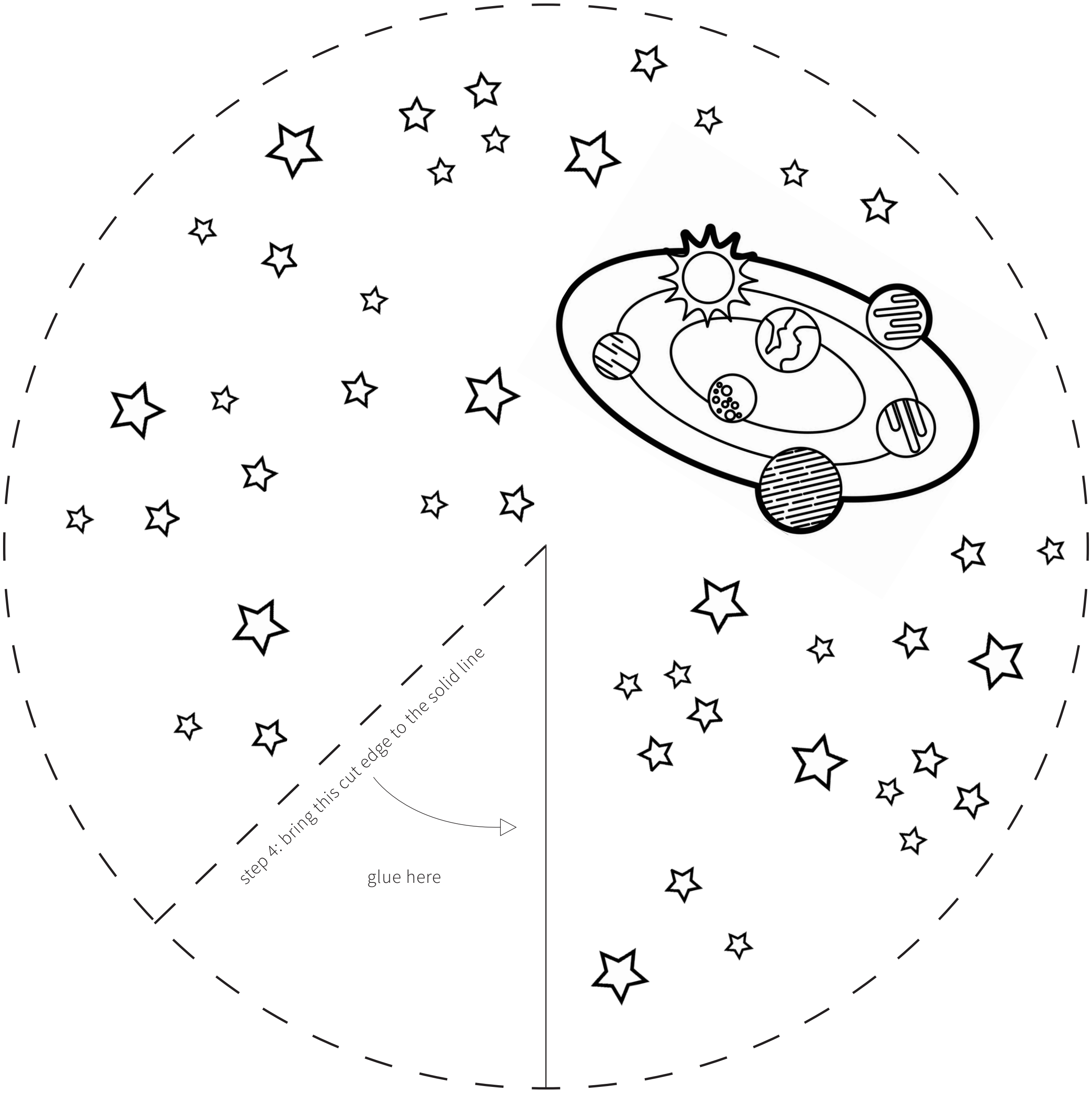
- Galaxy shape and magnifying glass template
- Crayons/colored pencils
- Scissors
- Glue/tape



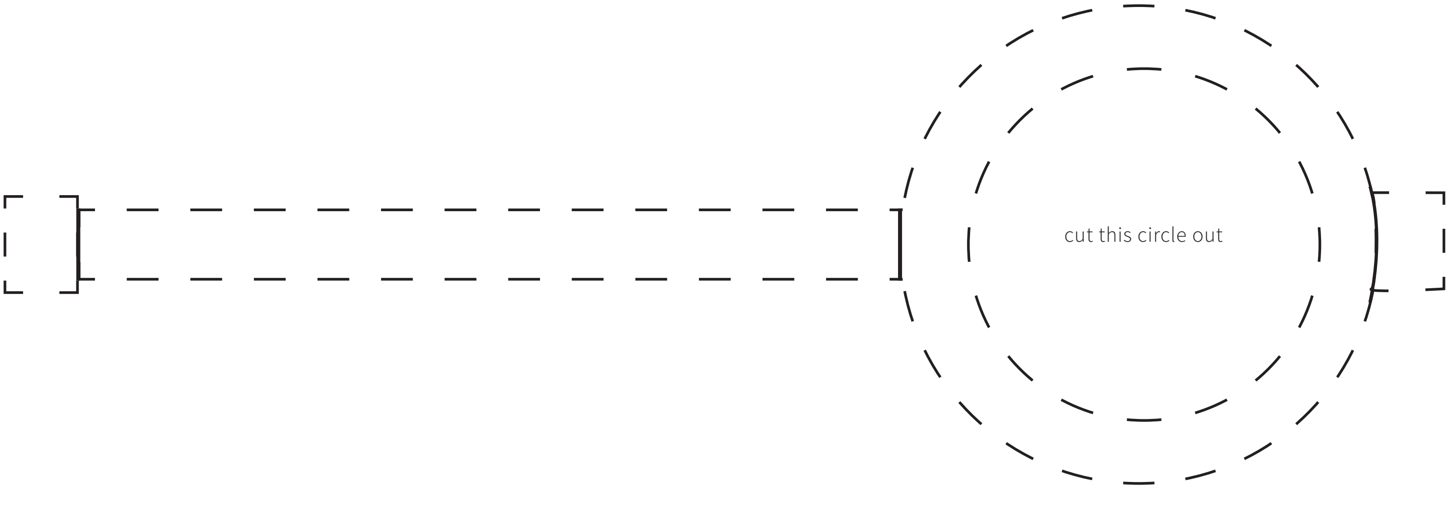
Procedure:



1. Color the pictures in the template however you like.
2. Cut out all of the pieces from the template. For the magnifying glass and the text box of the verse, be sure to include the 2 tabs on either end.
3. Cut along the dotted line in the galaxy circle. Do not cut past the dotted line.
4. Overlap the two edges up to the solid line, over the part that says "glue here," and glue it. This will make a curved, three dimensional shape.
5. Next, cut out the inner circle of the magnifying glass so you can see through it.
6. Glue or tape the 2 tabs on each end of the magnifying glass to the back of the curved galaxy shape. The solar system should be visible through the "lens" of the magnifying glass.
7. Now glue or tape the 2 tabs of the text box to the back of the curved galaxy shape so that the verse arcs over the magnifying glass.


step 4: bring this cut edge to the solid line
glue here

Don’t you know that Allah is always watching?


cut this circle out

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Lesson 2: Speaking Calmly with Others

(taken from *Verses of Light*, lesson 25)

OBJECTIVE

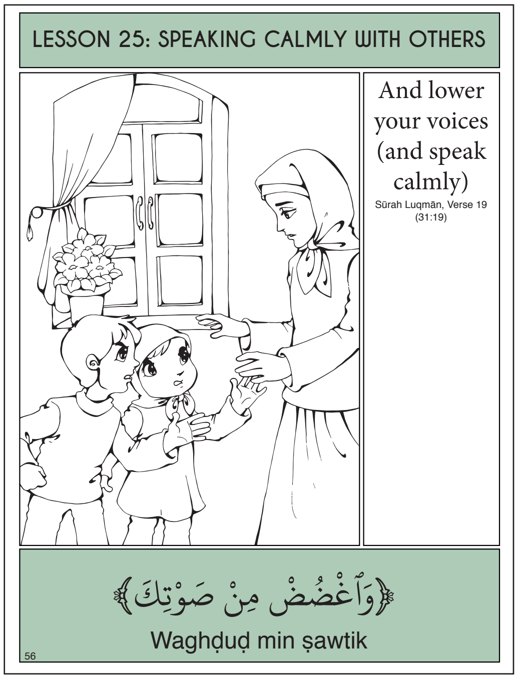
Students will learn the importance of speaking to others politely and calmly. They will then memorize the āyah.

وَٱغْضُضْ مِنْ صَوْتِكَ

Transliteration: Waghḍuḍ min ṣawtik
Translation: And lower your voice (and speak calmly)
Āyah Source: Sūrah Luqmān, Verse 19 (31:19)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about our voices. Can you think of any examples of how we should use our voices? What are some good and bad ways we use our voices?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how are the children using their voices? Students will most likely answer, “Loudly, rudely, etc.”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 25: SPEAKING CALMLY WITH OTHERS

And lower your voices (and speak calmly)

Sūrah Luqmān, Verse 19 (31:19)

﴿وَٱغْضُضْ مِنْ صَوْتِكَ﴾

Waghḍuḍ min ṣawtik

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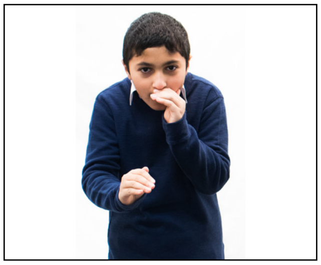
STEP 2: DISCUSSION

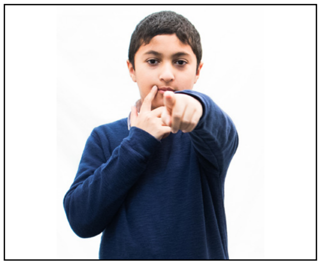
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are the different ways we can use our voices? What are the negative uses and in which situations might you use your voice in the wrong way? Why is it important that we are calm and don’t raise our voice?
   - We should always speak using the best akhlāq. Who can remind me what akhlāq means?
   - Can you think of examples in history where the Prophets or Ahl al-Bayt (ʿa) spoke low and calmly? Examples - how Imām Ḥusain (ʿa) and Imām Ḥasan (ʿa) spoke to their parents, how Sayyidah Fāṭimah (ʿa) spoke to Imām ʿAlī (ʿa), and how the Prophet (ṣ) spoke to the believers and his family. A good reference is Ḥadīth al-Kisa and how lovingly they all spoke to one another.
   - We shouldn't think we are better than anyone else or speak down to people by speaking louder or being more aggressive. Remember that Allah loves those who are humble! The way we speak reflects a form of mercy and kindness. If we are kind and merciful toward others, remember that Allah will be especially merciful and kind toward us.
   - If we accidentally begin speaking loudly and lose our cool, what are things we can do to remind ourselves to remain calm? What keeps you calm?

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point to lips and point to audience,' be sure to say the Arabic (min ṣawtik) and translation (your voices (and speak calmly)) so that students can associate the sign with the Arabic word and English meaning.



Lower hands and pretend to whisper
(Waghḍuḍ - and lower)



Point to lips and point to audience
(Min ṣawtik - your voices (and speak calmly))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Amira and Basim were playing in their backyard with their scooter. There was only one, and soon they began fighting over whose turn it was. "I'm older, so I get to ride first!" Amira yelled. "But you always go first! It's my turn!" Basim yelled back. Their argument became louder and louder, until finally their mother came out to see what was going on. They continued raising their voices to try to tell Mama who deserved to ride first. "Let's all calm down first," their mother said, taking the scooter. They both settled down for a minute. Mama continued, "How you speak to others is very important. Is this how you should talk to one another? By yelling and speaking angrily?" she asked. "You tell me, is this how our Prophets and Imāms used to speak to others? How do you think Allah would like for you to speak?"

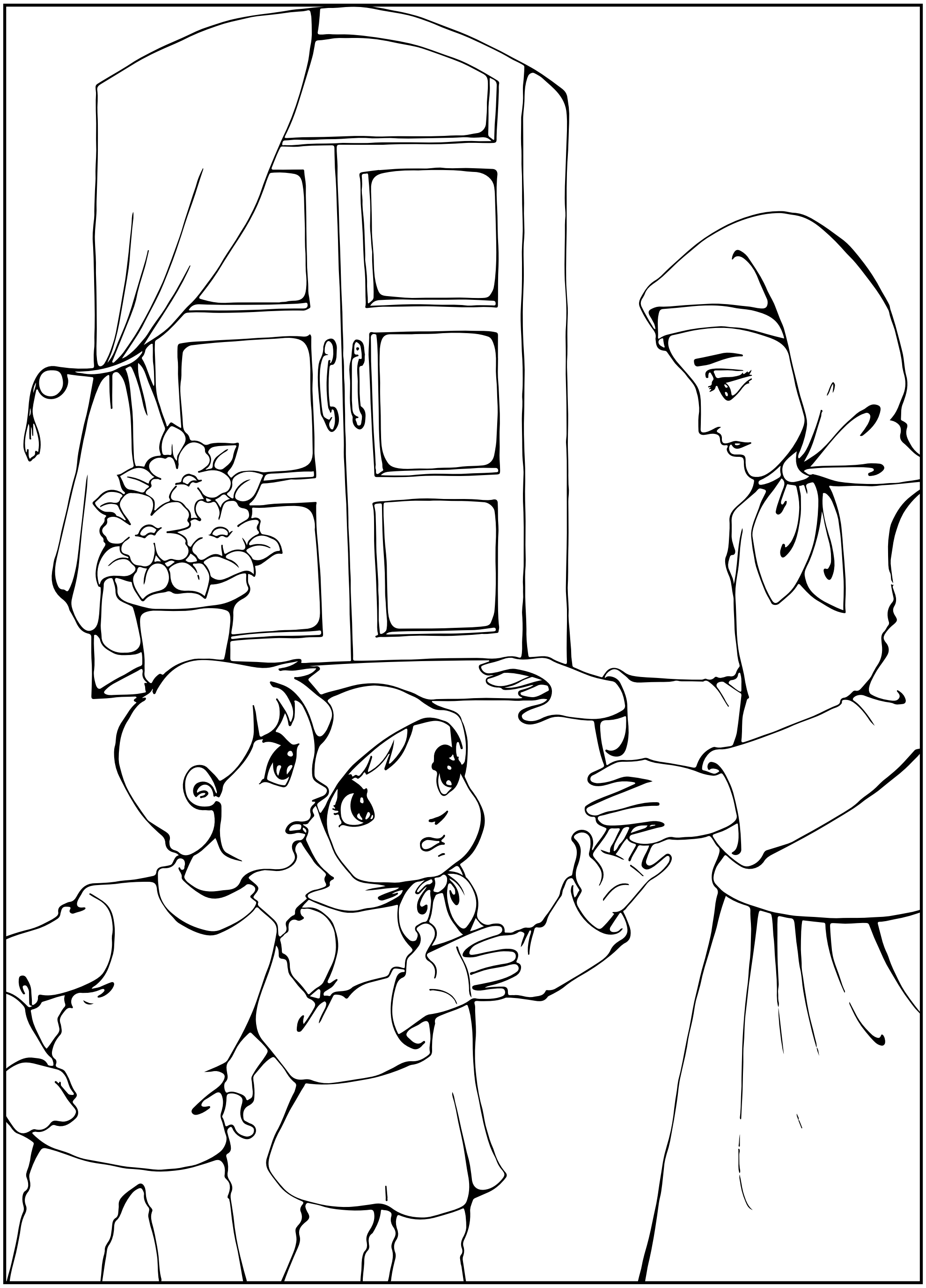
Amira and Basim thought for a moment. Amira responded, "We should be nice and talk in a calm voice, since yelling will not solve the problem." "We also shouldn't say anything to hurt someone's feelings," Basim added. Mama was pleased. "Correct! Let's make sure to do that when we have disagreements. And whoever ends the fight first by speaking nicely gets more thawāb because Allah is pleased with them." Amira thought about what her mother said. Since she was older, Basim looked up to her. Amira knew she should speak nicely to him. She offered the scooter to Basim to let him go on first. They both promised each other that when they got into an argument, they would try to pause to lower their voices and speak calmly.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should use our voices and words in the best way possible!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

SPEAKING CALMLY WITH OTHERS



And lower your voices (and speak calmly)

Sūrah Luqmān, Verse 19
(31:19)

﴿وَٱغْضُضْ مِن صَوْتِكَ﴾

Waghḍuḍ min ṣawtik

Emotional Volcanoes

Objective: Children will learn about how to maintain our emotions and behavior.

Earlier, we learned that speaking calmly and politely is a mercy towards others. However, there are times when we become angry due to some disagreement or dispute. This could lead to us acting and speaking rudely, such as shouting, being sarcastic, and name-calling.

Usually, when we are angry, our ʿaql is not in control. Our ʿaql is our intellect, the part of us that helps us to do the right thing and speak the proper way. Whenever we are upset or emotional, we must take a moment to calm down and allow our ʿaql to regain control. This will help us to think and act properly, such as not saying anything unkind or regretful. Being calm and using our ʿaql can also help us deal with whatever is causing us distress.

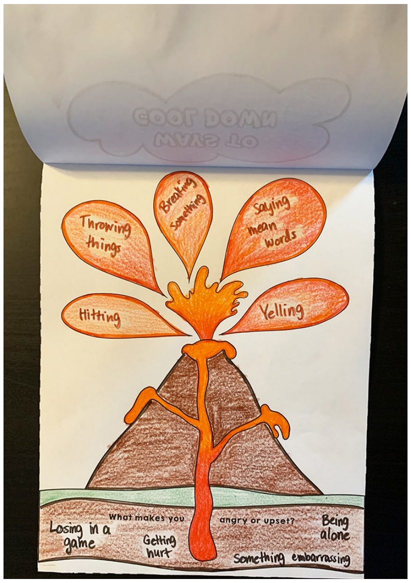
Some ways we can calm ourselves when we are upset are to take deep breaths, drink some water, walk or move around, do wuḍūʾ, and talk to someone we trust who can help us. Today, we will make a special project to help us identify when we are getting upset and how to control our emotions, inshāʾAllāh.

Suggested Ages: 5+

Time: 40 minutes

Materials:

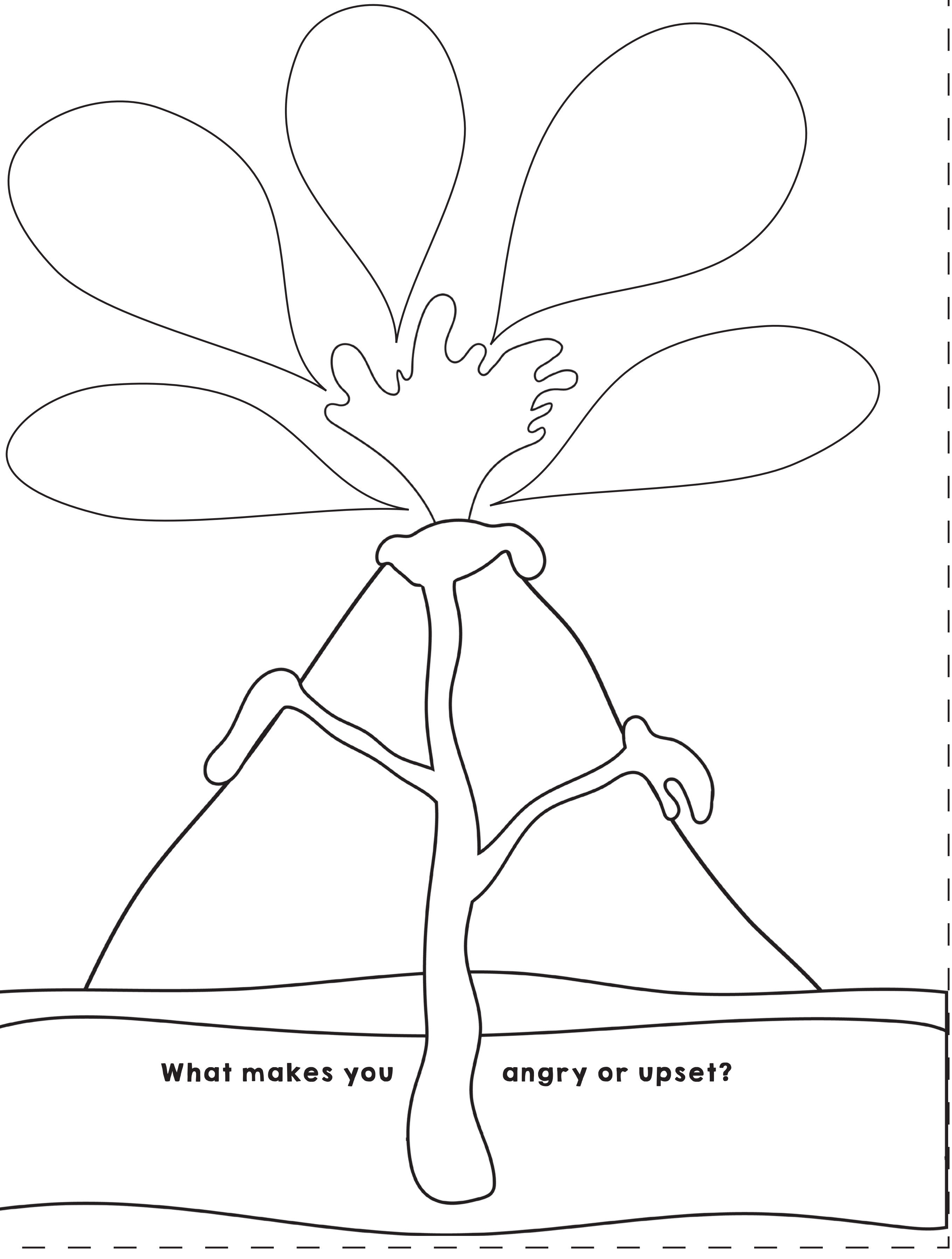
- Volcano template
- Crayons/colored pencils
- Pen/pencil
- Scissors
- Glue



Procedure:

1. Cut out the 2 volcano pages along the outer dotted line.
2. Color the 2 volcano pages however you like.
   a. Erupting volcano: this represents what happens when we get angry or upset.
   b. Dormant volcano: this represents when we are calm, and the water drops show ways of how we can cool down when we are angry.
3. On the erupting volcano page: below the volcano, write some examples of things that make you upset or angry. In each lava splash drop coming out of the volcano, write what you might do when you are angry or upset.
4. Color the water droplet images from the template.
5. In each water droplet, write down ways you can cool down or calm yourself.
6. Cut out the water droplets from the template.
7. Glue the water droplets to the dormant volcano page, under the cloud, like rain falling from the cloud.
8. Glue or tape the dormant volcano page over the erupting volcano page at the top where it says “glue here.” You should be able to flip the page up to see the erupting volcano.

glue here


What makes you angry or upset?

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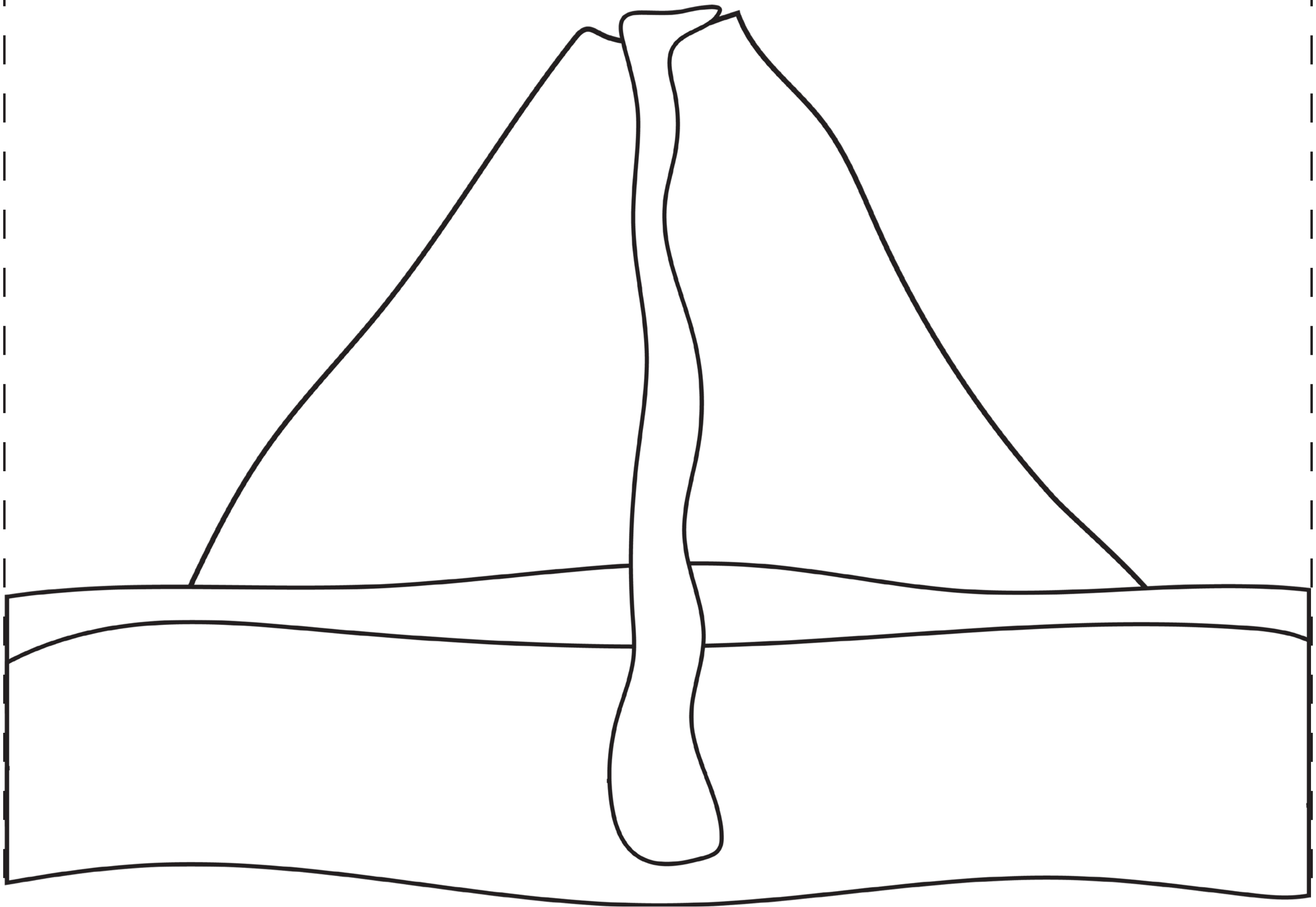
WAYS TO
COOL DOWN



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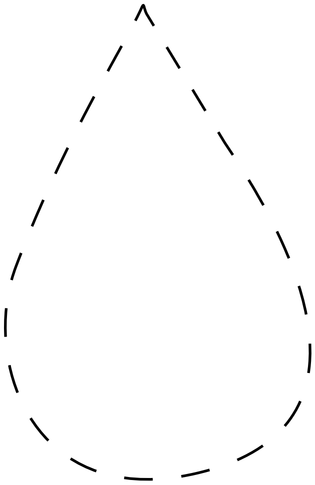

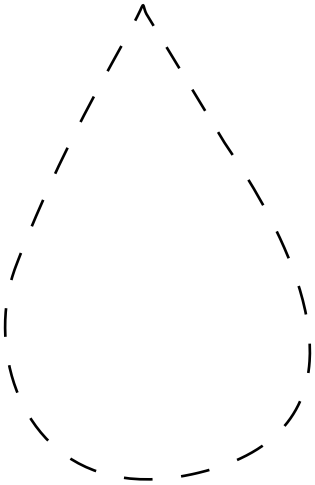

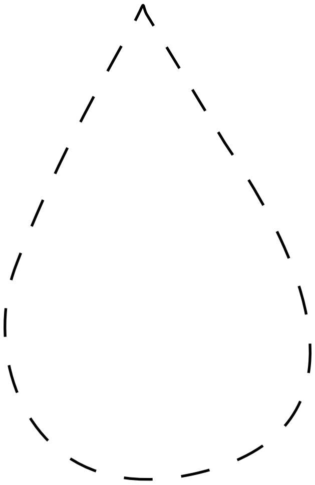

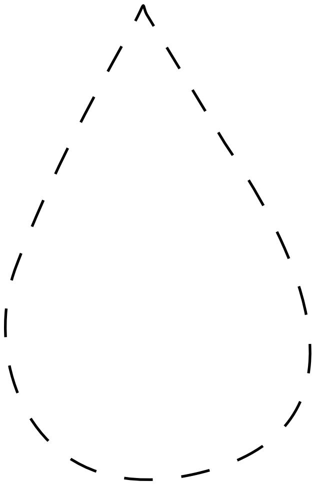

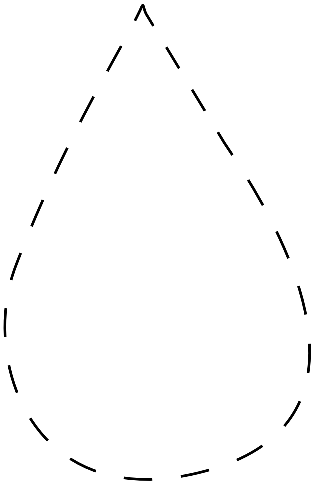

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Lesson 3: Establishing Prayers

(taken from *Verses of Light*, lesson 26)

OBJECTIVE

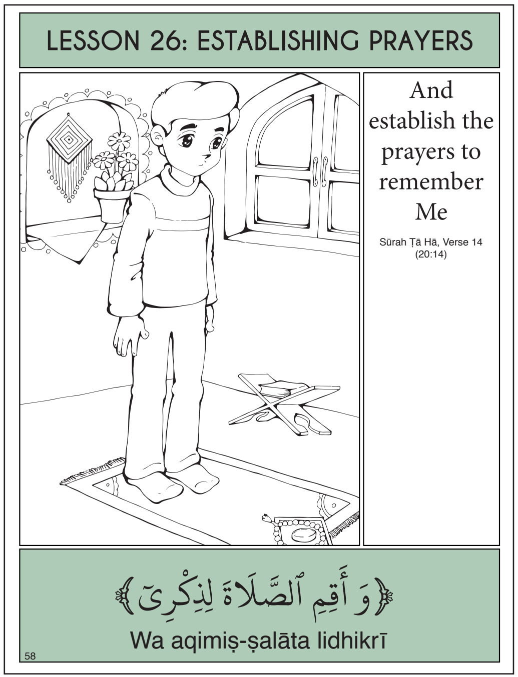
Students will learn that ṣalāh is a way of speaking to Allah directly and is an honor. They will then memorize the āyah.

وَ أَقِمِ ٱلصَّلَاةَ لِذِكْرِىٓ

Transliteration: Wa aqimiṣ-ṣalāta lidhikrī
Translation: And establish the prayers to remember Me
Āyah Source: Sūrah Ṭā Hā, Verse 14 (20:14)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Have you ever wanted to turn and talk to someone when you were having a bad day or when a lot was going on? Who would you talk to and why?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, why is Allah reminding us to pray ṣalāh? Students will most likely answer, “To remember Him.”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 26: ESTABLISHING PRAYERS

And establish the prayers to remember Me

Sūrah Ṭā Hā, Verse 14 (20:14)

﴿وَ أَقِمِ ٱلصَّلَاةَ لِذِكْرِىٓ﴾

Wa aqimiṣ-ṣalāta lidhikrī

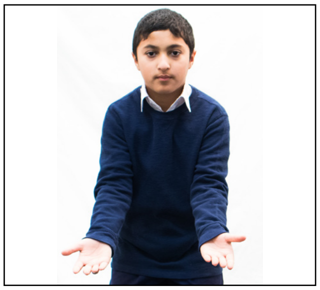
58

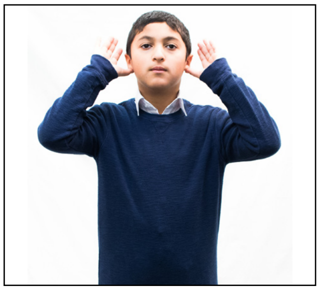
STEP 2: DISCUSSION

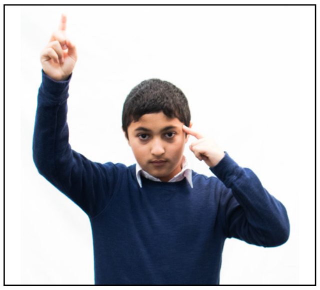
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Does Allah need our prayers? Why or why not? Who needs the prayers? Why is ṣalāh the pillar and foundation of our religion? Should we schedule our day around ṣalāh, or schedule our ṣalāh around our day?
   - What if we never prayed? How different would our lives be? Why do you think we NEED prayers? Prayers can be used to thank Allah, ask for forgiveness, seek His help in difficulties, receive blessings, and seek His pleasure.
   - Is it enough to go to the masjid and be a good person, but not perform ṣalāh? Imām as-Ṣādiq (ʿa) has said, “If my Shīʿah leave or forget their prayers, or take their prayers lightly, they will not receive our shafāʿah (intercession) in the Hereafter.” What does this mean?
   - How can we encourage others we love to also pray? Allah says for us to establish prayer which means to also invite others you love to pray with you. Another way is to be consistent in prayers, which means performing ṣalāh every single day as part of our schedule at its right time. How does this consistent form of prayer help?
   - Imagine someone gives you a toy or gift you like. What would your reaction be? You’d immediately say thank you, right? So, Allah, without us even asking, is always giving us health, happiness, protection, and much more. Therefore, we must thank Him. Remember, Allah also gives more to those who thank Him!

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘Allāhu akbar hands,’ be sure to say the Arabic (ṣalāta) and translation (the prayers) so that students can associate the sign with the Arabic word and English meaning.


Signaling to stand up
(Wa aqimiṣ - and establish)


Allāhu Akbar hands
(Ṣalāta - the prayers)


Point one finger to brain and
another to Allah
(Lidhikrī - to remember Me)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Asif loved to play outside. He would plan his entire day around getting at least an hour to play after school! After playing, he would squeeze in his afternoon prayers just in time after finishing his homework. One day, he had extra homework, causing him to miss his afternoon prayer! Asif's mother was extremely upset with him. She reminded him, “It's important to read ṣalāh on time every day. It is how we talk to Allah and should try to do it as soon as possible!” She asked, “If you were going to meet the president, would you plan your day around meeting the president? Or would you keep him waiting until you were done playing and doing your homework?” Asif thought this was a silly question and laughed, “Of course I wouldn't keep him waiting! He's the president!” His mother smiled, “Then why would you keep Allah waiting? Shouldn't you plan your day around speaking to Allah, instead of speaking to Allah after you're done doing other things?”

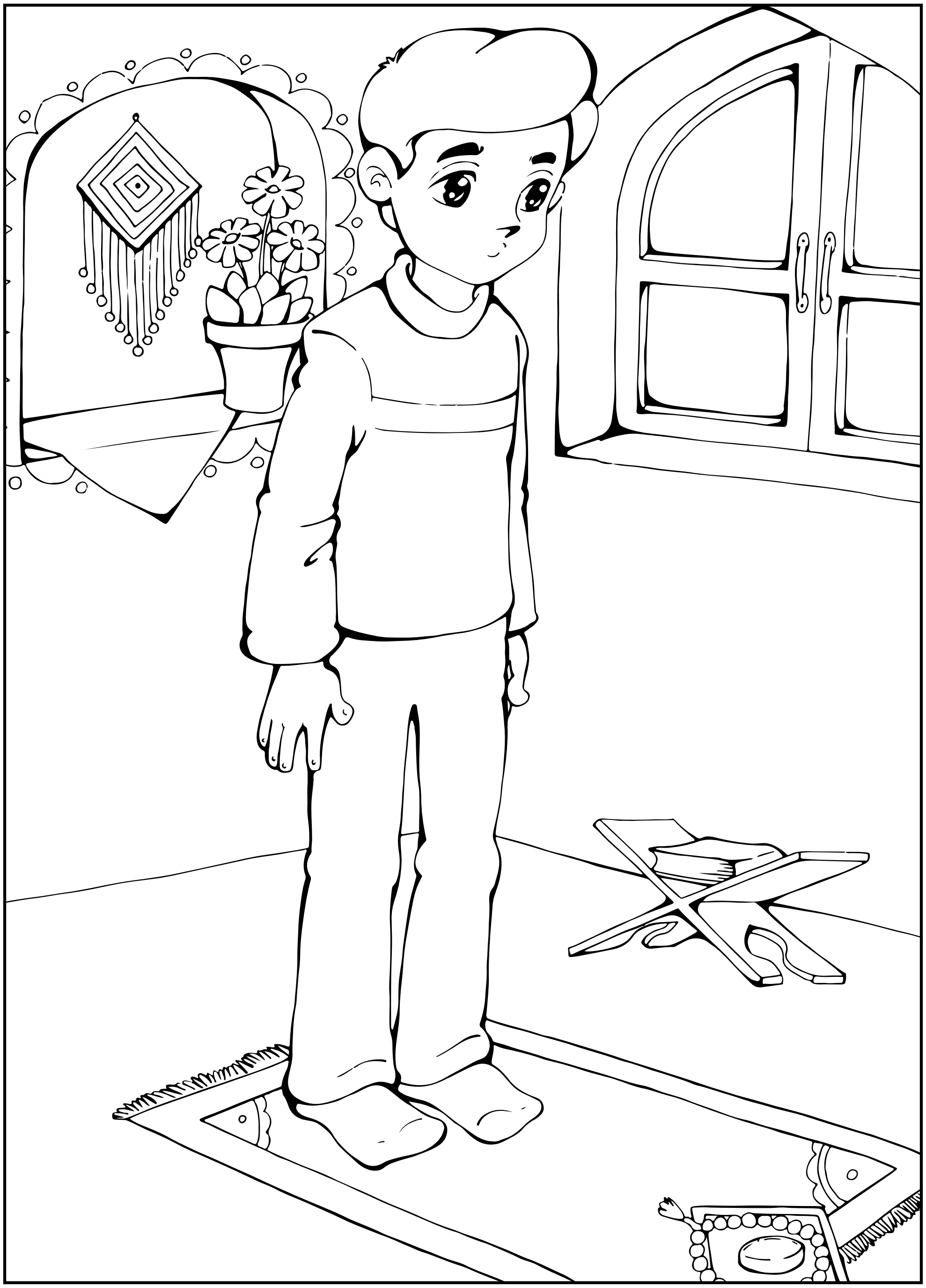
Asif understood what his mother meant. Ṣalāh is the key to Heaven and to getting closer to Allah. He knew that he should plan his day around praying ṣalāh, instead of praying ṣalāh when he had time. So every day after school, Asif made sure he prayed before doing anything else. His mother was so happy to see his excitement to pray on time, that she would often join him so they could pray together!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should remember Allah by establishing our prayers and making ṣalāh a top priority in our lives!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

ESTABLISHING PRAYERS



And establish the prayers to remember Me

Sūrah Ṭā Hā, Verse 14
(20:14)

﴿وَأَقِمِ ٱلصَّلَاةَ لِذِكْرِىٓ﴾

Wa aqimiṣ-ṣalāta lidhikrī

Daily Ṣalāh Experiment

Objective: Children will learn about the responsibility to establish the wājib prayers.

In the lesson, we found out that when we pray, it helps us remember Allah (swt) and that He is always watching over us. Prayers help us to keep our connection with Allah (swt). When we pray five times a day, we are checking to see that we are doing the right thing and making good choices throughout our day. This way, we establish the prayers for ourselves and remember our purpose to get closer to Allah (swt) and do good deeds.

There are so many things we have to and want to do throughout the day. To make sure we are able to do everything, we can manage our time and keep an alarm for important reminders. However, if we delay our prayers because we are busy doing other things, we will find it hard to fit our prayers in our day, and may miss them entirely. Instead, if we prioritize praying and put Allah (swt) first, we'll be able to do everything we need and want to do with the blessings of prayer.

Today we will do an activity that will show that by putting Allah (swt) first, all the other things in our daily lives will fit in easily.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- A large-mouthed jar
- Some raw rice (about ⅔ of the glass jar)
- 3 ping pong balls

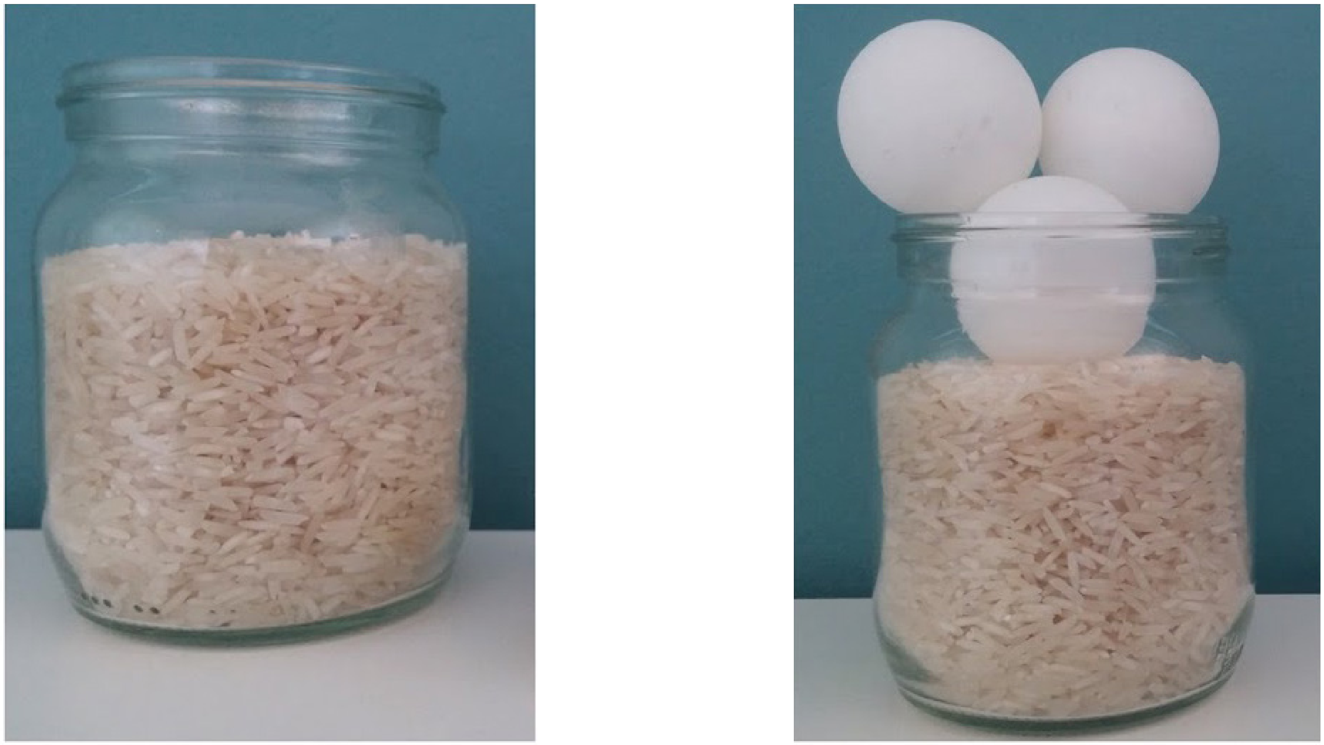
Note: You can use similar materials if any of these are not readily available.

Procedure:

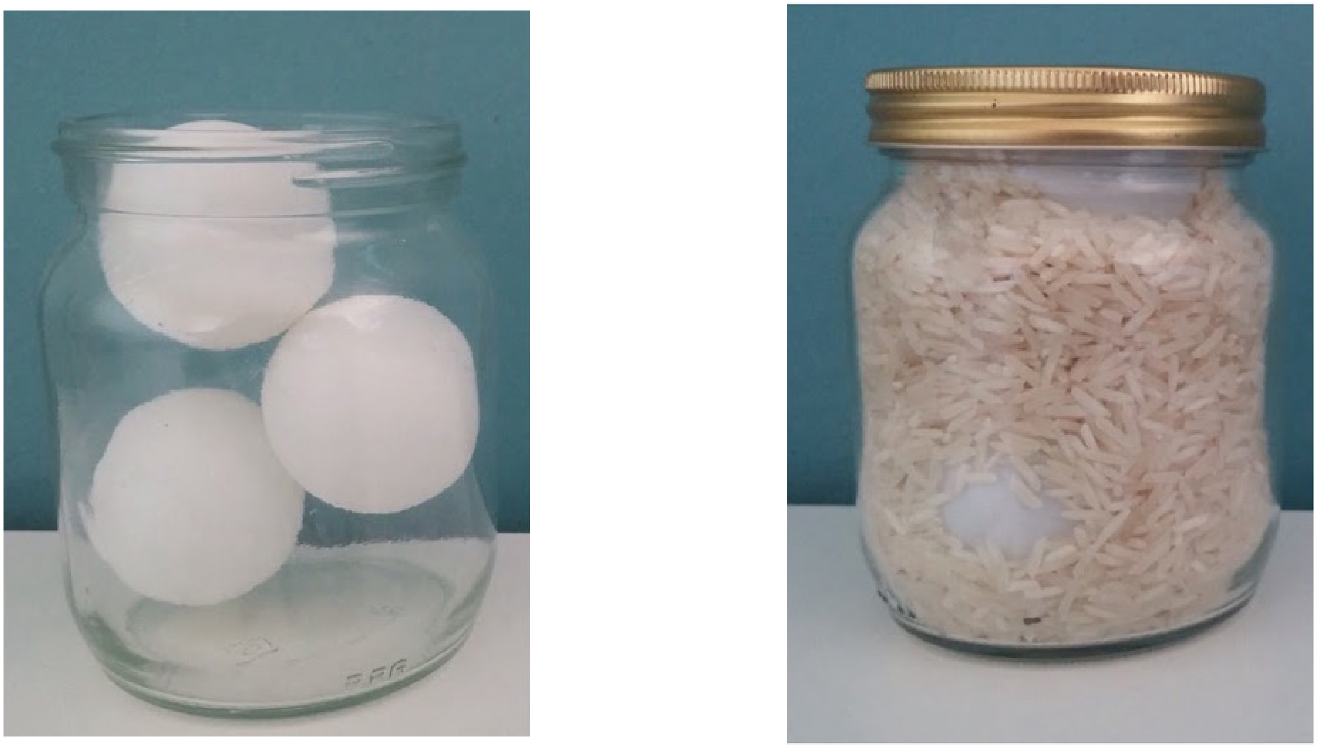
The glass jar represents our day, the raw rice our daily activities, and the 3 ping pong balls our daily prayers. We will try to fit all of the rice and the balls into the jar.

1. Method 1: Take the glass jar and fill it with the raw rice. Now put the ping pong balls in the jar. Can they all fit into the jar? This represents what happens when we don't make time for our prayers in our daily lives.
2. Method 2: Take the glass jar and put the 3 ping pong balls inside. Now carefully pour the raw rice into the jar. See how it falls and settles around the balls. You may need to lightly shake the jar in between to help the rice settle further. This represents what happens when we make our prayers and Allah (swt) a priority.

This activity idea, images, and video are from Islam From the Start.



Method 1: putting the rice first



Method 2: putting the ping pong balls first

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Lesson 4: Consulting With Others

(taken from *Verses of Light*, lesson 27)

OBJECTIVE

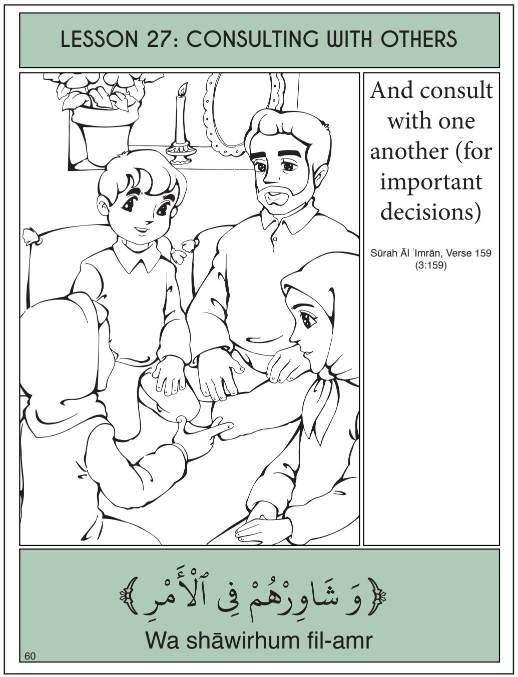
Students will learn about the importance of seeking advice from wise sources. They will then memorize the āyah.

وَ شَاوِرْهُمْ فِى ٱلْأَمْرِ

Transliteration: Wa shāwirhum fil-amr
Translation: And consult with one another (for important decisions)
Āyah Source: Sūrah Āl ʿImrān, Verse 159 (3:159)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today we are going to talk about getting advice from others. Was there ever a time when you needed help with making a decision? Who did you turn to for help?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do when making important decisions? Students will most likely respond, “Ask someone who can help us!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 27: CONSULTING WITH OTHERS

And consult with one another (for important decisions)

Sūrah Āl ʿImrān, Verse 159 (3:159)

﴿وَ شَاوِرْهُمْ فِى ٱلْأَمْرِ﴾

Wa shāwirhum fil-amr

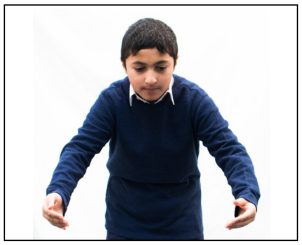
60

STEP 2: DISCUSSION

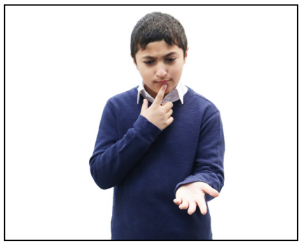
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - If we need help or advice, who are some people we can turn to for advice? Emphasize that we should turn to people who are wise and experienced, and will guide us correctly.
   - What kind of things might we go to a scholar to for advice? Have students list examples of things people might need advice for.
   - When we are confused about Islamic laws, can we ask anyone in the masjid for advice? Remind students the importance of going to people who have proper Islamic knowledge.
   - Can we go to our parents for advice? Who else can we go to for advice when we are unsure?
   - Why is it important that we don’t try to find an answer by ourselves, especially when we are confused? We can end up doing the wrong thing, or worse, something against Islam and Allah. We want to make sure we are always guided. Allah has given us the Ahl al-Bayt (ʿa) as the best advisors, and our scholars, who usually have the most knowledge about the Ahl al-Bayt (ʿa), and can share that knowledge with us.

STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make a circle with your arms as if you are gathering people,' be sure to say the Arabic (wa shāwirhum) and translation (and consult with one another) so that students can associate the sign with the Arabic word and English meaning.



Make a circle with your arms as if you are gathering people
(Wa shāwirhum - and consult with one another)



Tap finger on chin and extend arm
(Fil-amr - (for important decisions))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rahman was walking back and forth in his room. He had a huge science project for school and he couldn't think of a topic! His classmates all came to school that day and had already decided their projects—on such cool topics too! He just didn't know what to do! He asked his friend for some suggestions, but Rahman wasn't satisfied with his ideas. He decided to read some Qurʾān to feel calm and ask Allah for guidance. He was shocked when he came across an āyah that said [read āyah with translation].

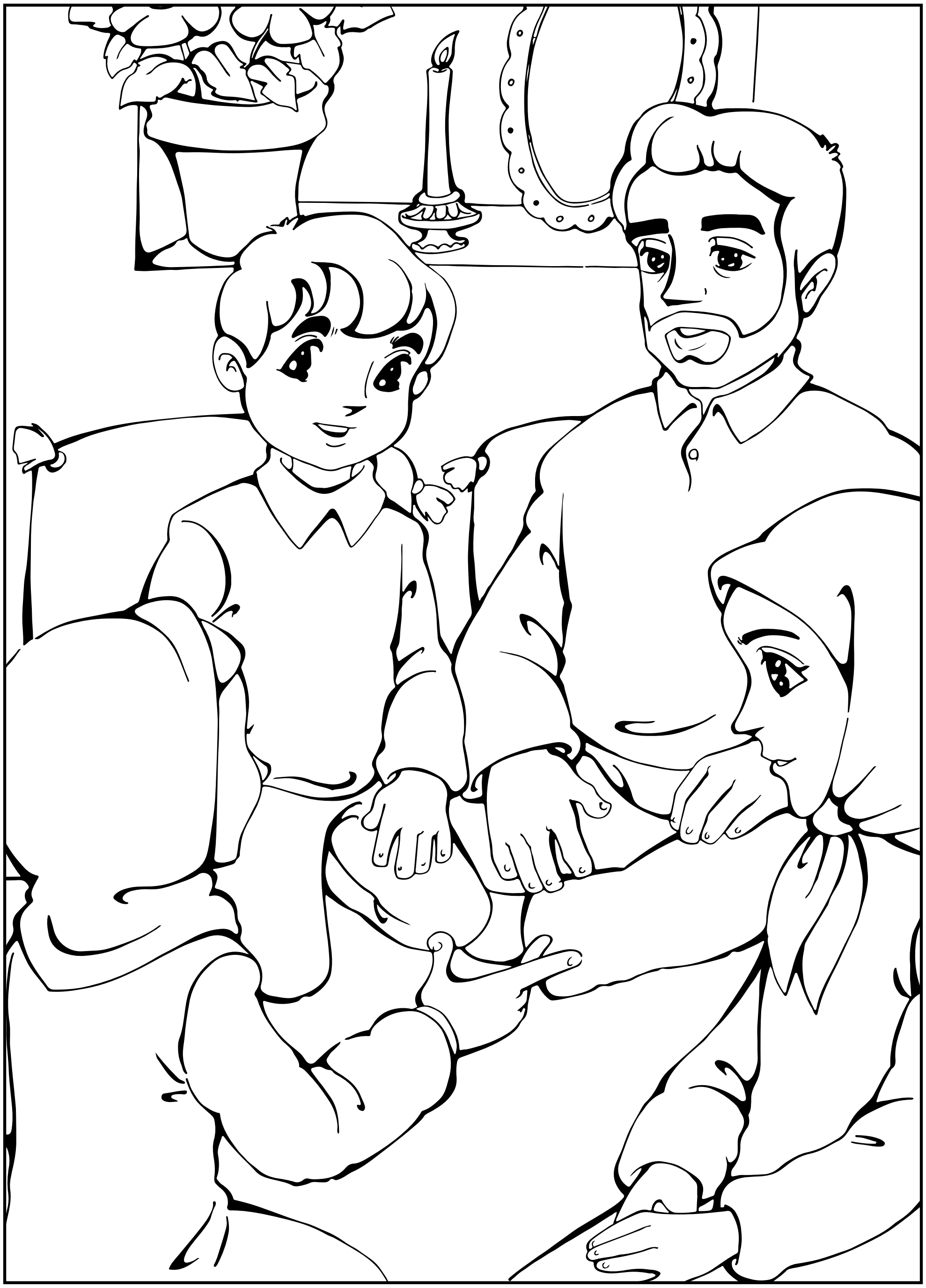
So, he decided to ask his family for ideas. After all, he knew that they were wise and would guide him to make the right choice. He told them about the project and how all his friends had already decided their topics, and that he couldn't think of any good ideas. Alḥamdulillāh, his mother had a great idea! "Why don't you conduct an experiment to see which type of water is best to grow plants?" she asked. She pulled out some flower pots and soil from her garden, with some tiny seeds. Rahman was excited. What a cool idea, he thought to himself. He smiled at his mom, "I knew you'd know what to do!" She helped him prepare four types of water: tap water, bottled water, salty water, and sugary water. In a few weeks, he had the answer to his experiment! His teacher and his classmates were so impressed with his project that Rahman decided he would always consult his family when he needed to make important decisions.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that for important matters we should consult others, and make sure we're consulting the right people!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

CONSULTING WITH OTHERS



And consult with one another (for important decisions)

Sūrah Āl ʿImrān, Verse 159
(3:159)

﴿وَشَاوِرْهُمْ فِى ٱلْأَمْرِ﴾

Wa shāwirhum fil-amr

Steps to Making Decisions

Objective: Children will learn different ways to make decisions in addition to consulting others.

When we have a problem, and we are not sure what to do, there are various things we can do to help us make a decision. In the lesson, we learned that we should consult with those who know so that we can make good choices. Some of the people we can go to for advice are our parents, our teachers, or a shaykh/maulana.

Apart from knowing which choices to make, it's crucial to understand why we strive to do the right thing. Making good choices involves performing good deeds and acts of worship. When we engage in such positive actions, Allah (swt) will be pleased with us. Seeking guidance from knowledgeable individuals helps us make the right choices. By making these choices, we can become closer to Allah (swt) and fulfill our purpose.

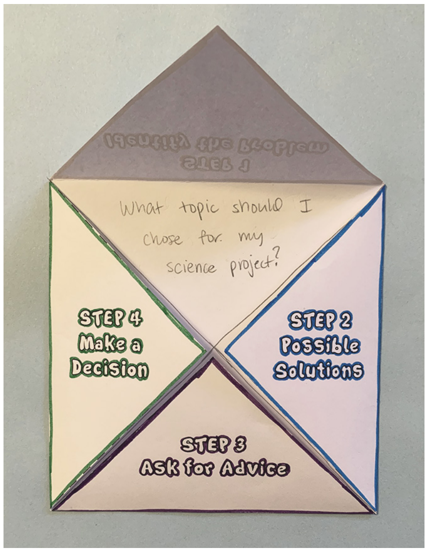
Today, we'll do an activity to learn how to solve problems and hopefully make the right choices, inshāʾAllāh.

Suggested Ages: 5+

Time: 40 minutes

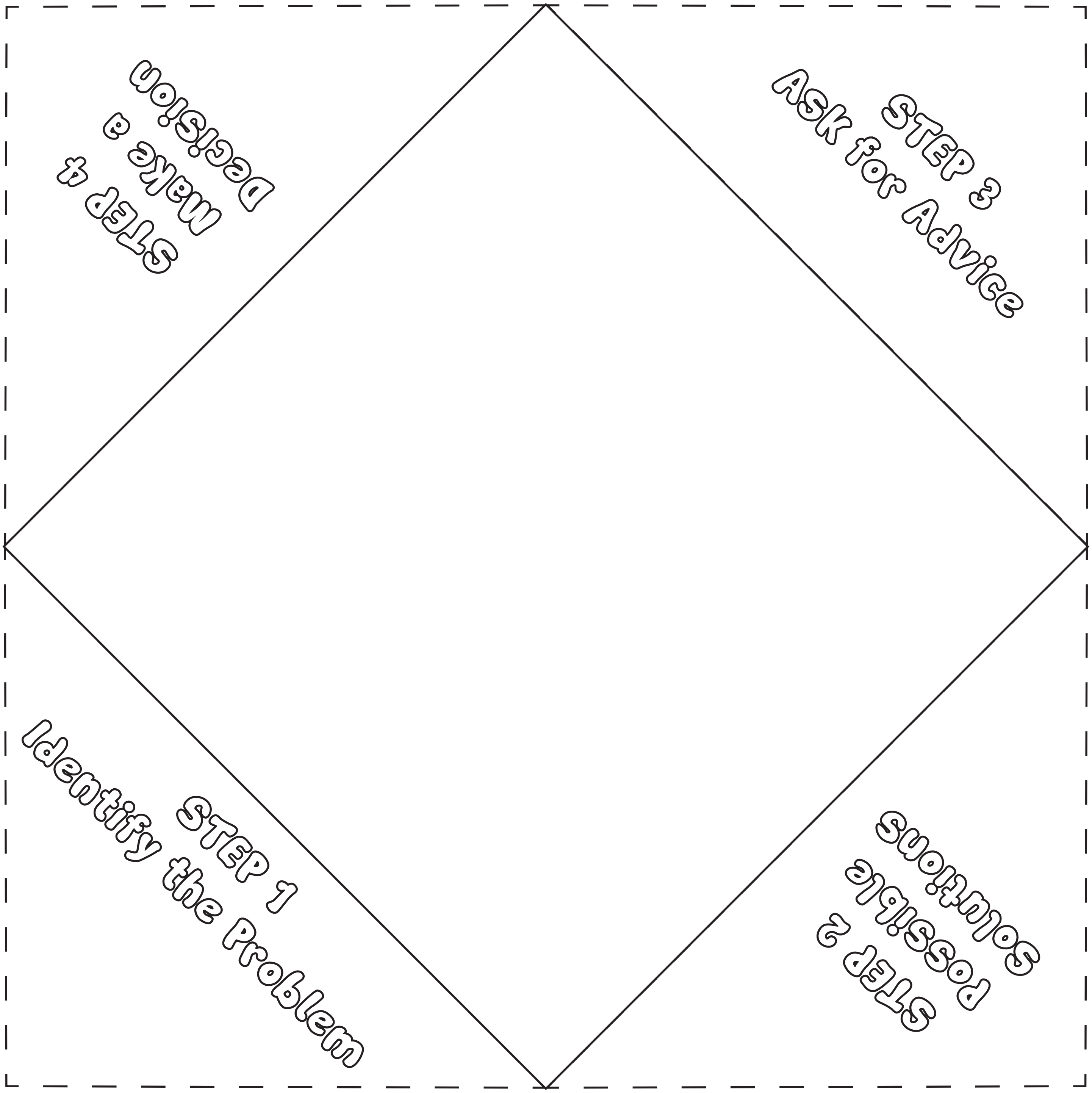
Materials:

- Problem solving steps template
- Construction paper
- Crayons/colored pencils
- Pen/pencil
- Scissors
- Glue


What topic should I chose for my science project?
STEP 4 Make a Decision
STEP 2 Possible Solutions
STEP 3 Ask for Advice

Procedure:

1. Cut out the shape from the template by cutting along the dotted lines.
2. Fold along the solid lines of the square shape, making 4 triangle flaps.
3. Open the folds and flip the square over so that the text is face down.
4. Fold again along the same lines, so that the text shows.
5. With the triangle flaps still folded and the text showing, glue the back of the square to the construction paper. The triangle flap with "Step 1" should be at the top.
6. Think of an example of a situation when you have to make a choice. Write the problem inside the square, underneath the flap with "Step 1: Identify the Problem."
7. Under the "Step 2" flap, list some potential choices you can consider for that problem.
8. Under the "Step 3" flap, write down the people you can seek guidance from.
9. Under the "Step 4" flap, write down your decision or choice.
10. Finish coloring and decorating the craft however you like.


STEP 1
Identify the Problem
STEP 2
Possible
Solutions
STEP 3
Ask for Advice
STEP 4
Make a
Decision

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Lesson 5: Pride & Arrogance

(taken from *Verses of Light*, lesson 28)

OBJECTIVE

Students will learn about the danger of pride and the importance of being humble. They will then memorize the āyah.

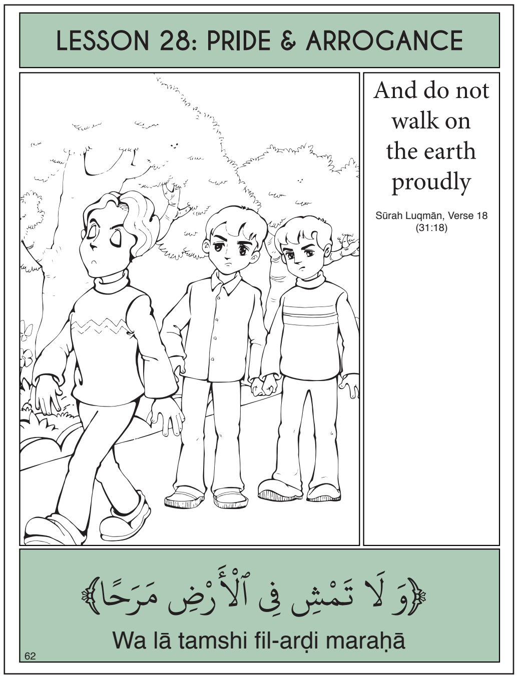
وَ لَا تَمْشِ فِى ٱلْأَرْضِ مَرَحًا

Transliteration: Wa lā tamshi fil-arḍi maraḥā
Translation: And do not walk on the earth proudly
Āyah Source: Sūrah Luqmān, Verse 18 (31:18)

STEP 1: INTRODUCTION

5

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about pride today. What does it mean to be proud? Can someone be proud just through their words, or also through their body language, such as the way they walk?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, how is Allah saying not to walk? Students will most likely respond, "Proudly!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.


LESSON 28: PRIDE & ARROGANCE

And do not walk on the earth proudly

Sūrah Luqmān, Verse 18 (31:18)

﴿وَ لَا تَمْشِ فِى ٱلْأَرْضِ مَرَحًا﴾

Wa lā tamshi fil-arḍi maraḥā

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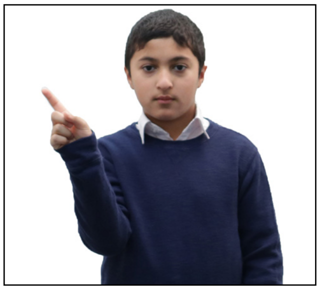
STEP 2: DISCUSSION

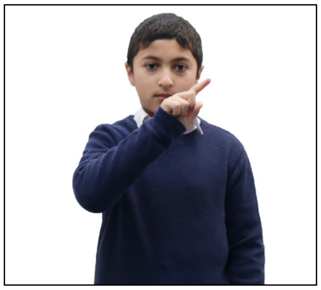
10

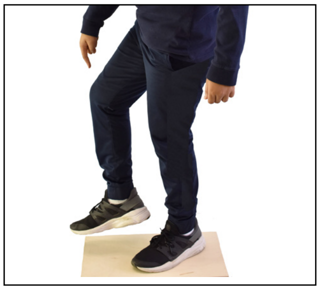
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - When Allah tells us in the Qurʾān not to walk proudly on the earth, can anyone demonstrate for us what a proud walk might look like? Have two demonstrate. Now, can someone demonstrate what it looks like to walk humbly on the earth? Have two students demonstrate, and discuss the differences. Did you know that on the Day of Judgment, the earth that we walked on will complain to Allah if we walked on it with pride?
    - The Noble Prophet (ṣ) is the best creation of Allah right? And yet, people were still rude to him! If he wanted, he could say to them, "Do you know who I am? Do you realize I'm the best?" But instead, the Prophet (ṣ) was always humble, never acted like he was above anyone else, and always had good akhlāq.
    - Do you know the story of Shayṭān, and how he refused to bow down to Prophet Adam (ʿa) because he was made of clay and Shayṭān was made of fire? Shayṭān thought that he was better than Prophet Adam (ʿa), but was that true? What ended up happening to him because of his attitude?
    - Remind the students that things such as how nice someone's toys are or how tall they are may make someone think they're better than someone else. But Allah tells us that the only things that makes us "better" in His eyes is our level of taqwā (God consciousness) and our actions.

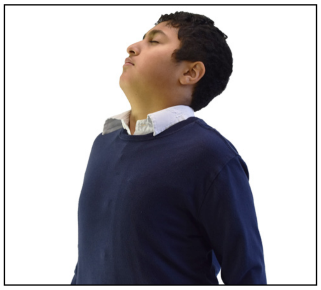
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'chest pumped up,' be sure to say the Arabic (maraḥā) and translation (proudly) so that students can associate the sign with the Arabic word and English meaning.


Make "No" with your finger
(Wa lā - and do not)


Make "No" with your finger
(Wa lā - and do not)


Put one foot up, point one finger to the ground
(Tamshi fil-arḍi - walk on the earth)


Walk with chest pumped out
(Maraḥā - proudly)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Jawad's father was very wealthy. His clothes on the first day of school were always new and every month he got a cool, new pair of shoes. Jawad would walk tall and proud because he knew he was richer than all the boys at school. He thought everyone wanted to be his friend because of it. One day, there was a new boy who had just joined the class, Salman. He wore regular clothes, would ride his bike to school every day, and was very humble. Salman really enjoyed doing tricks on his bike, so one day at lunch he was off by himself in the field on his bike. This caught Jawad's friends' eyes, and a few of them went to watch him do his tricks. Jawad was annoyed. Why was he getting so much attention? He went to watch as well and asked Salman how he became so good at these tricks. Salman responded, "I ride my bike everywhere to help my mom with groceries. Over the years, I got really good at bike tricks from all the riding!" Allah must be happy with him for helping his mom, Jawad thought.

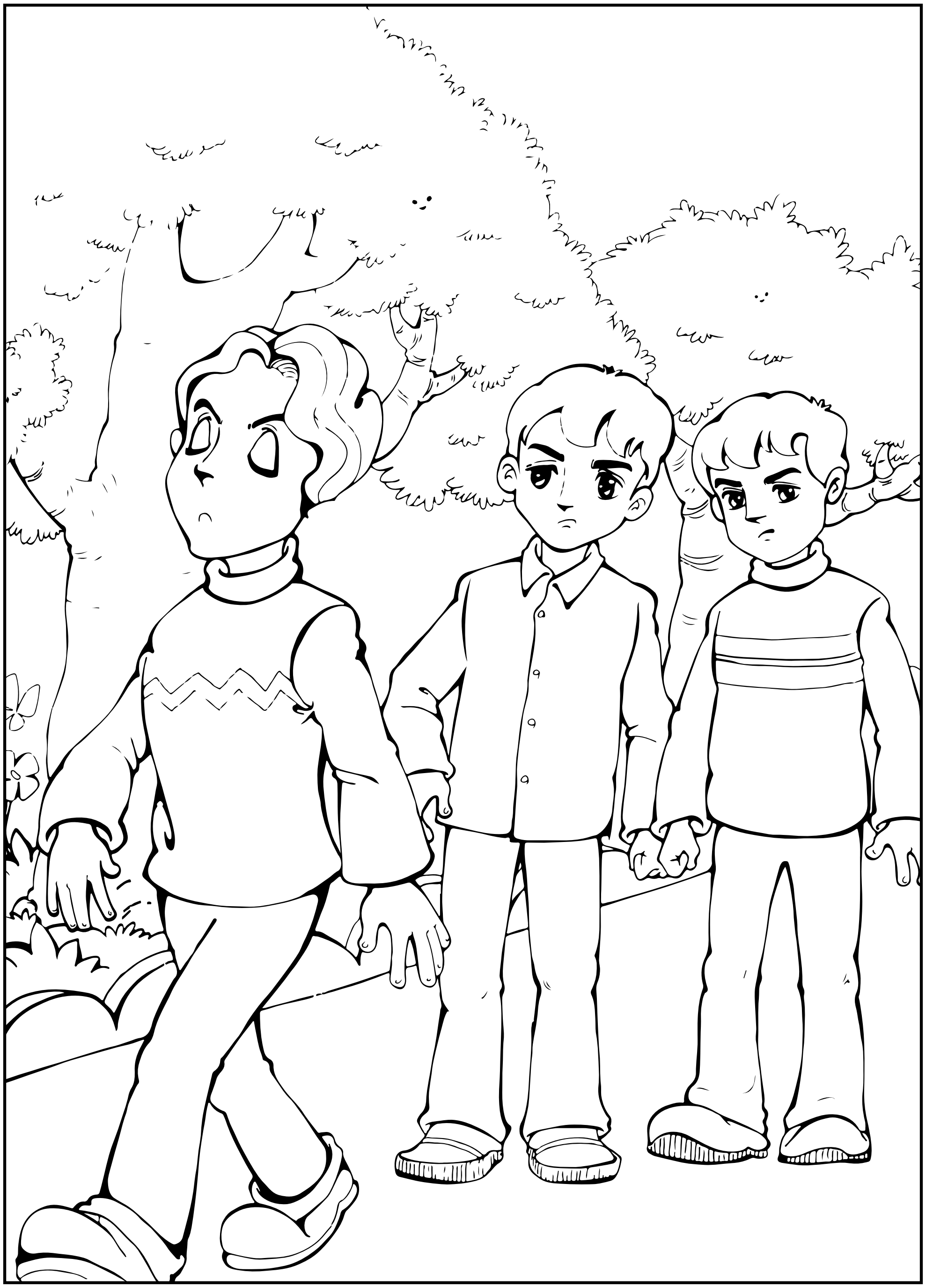
The rest of the boys were impressed. Jawad thought hard about this. He realized that even though his father had all this money, Allah was probably happier with Salman, because he did so much to help his mom. He started to admire how Salman turned his chore into something fun! Jawad was automatically humbled, and realized what everyone else thought of him didn't matter. It only mattered what Allah thought of him, and Allah doesn't like those who walk on the earth proudly! He promised himself that he would walk more humbly like Salman and remember Allah more.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that we should walk humbly, not proudly!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

PRIDE & ARROGANCE



And do not walk on the earth proudly

Sūrah Luqmān, Verse 18
(31:18)

﴿وَلَا تَمْشِ فِى ٱلْأَرْضِ مَرَحًا﴾

Wa lā tamshi fil-arḍi maraḥā

Growing A Plant

Objective: Children will learn about humility and how to stay humble.

The āyah from the lesson talks about not walking on the earth proudly. This means that we shouldn't think we are better than others, or that we are perfect. If someone is arrogant, they can't see their mistakes or learn from them. This stops them from improving and becoming closer to Allah (swt).

One way we can be humble is to think about how much is in Allah's control and not in our own. For example, when we study hard in school and get good grades, we only think about our effort. However, Allah (swt) gave us caring parents who take us to school and provide a comfortable environment for us to study. He gave us our brains that we use to learn and remember knowledge. He gave us the privilege of a good school and teachers, who patiently and enthusiastically teach us. It was with His blessings that we were able to get good grades. Without His mercy and blessings, we wouldn't have been able to achieve this.

It is okay to feel good about our achievements, but by remembering Allah (swt), we can appreciate them with humility. Today, we will do an activity that will show us how we depend on Allah (swt) completely. This will remind us to stay humble, always.

Suggested Ages: 5+

Time: 40 minutes

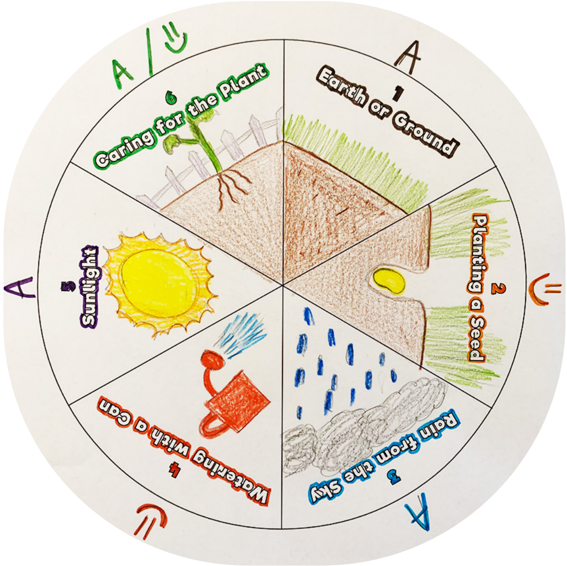
Materials:

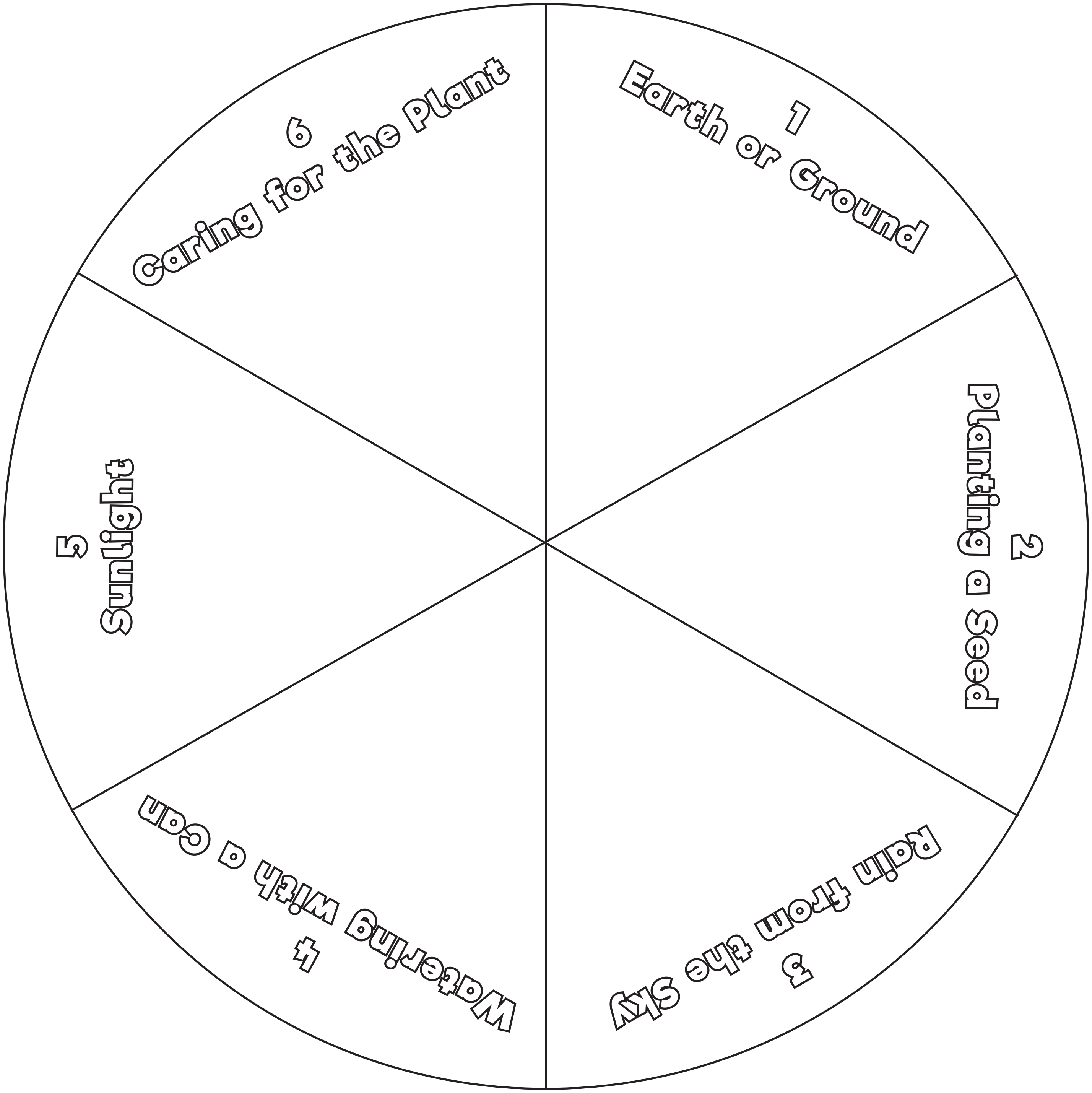
- Plant life cycle template
- Crayons/colored pencils
- Pen/marker

Procedure:

1. In each section of the circle, draw a picture relating to that step in the plant life cycle.
2. Think about which step in the process is from our hard work, and which is from Allah (swt).
3. Draw a smiley face in the ones that we accomplished. We can acknowledge the hard work and effort that we put in.
4. Write an "A" in the ones that Allah (swt) has provided. We must still remember the things Allah (swt) gave, and without it, we could not have succeeded.
5. Finish coloring and decorating the page however you like.

Activity adapted from [Noor Kids]




1
Earth or Ground
2
Planting a Seed
3
Rain from the Sky
4
Watering with a Can
5
Sunlight
6
Caring for the Plant

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Lesson 6: Backbiting

(taken from *Verses of Light*, lesson 29)

OBJECTIVE

Students will learn backbiting is a major sin that destroys our deeds. They will then memorize the āyah.

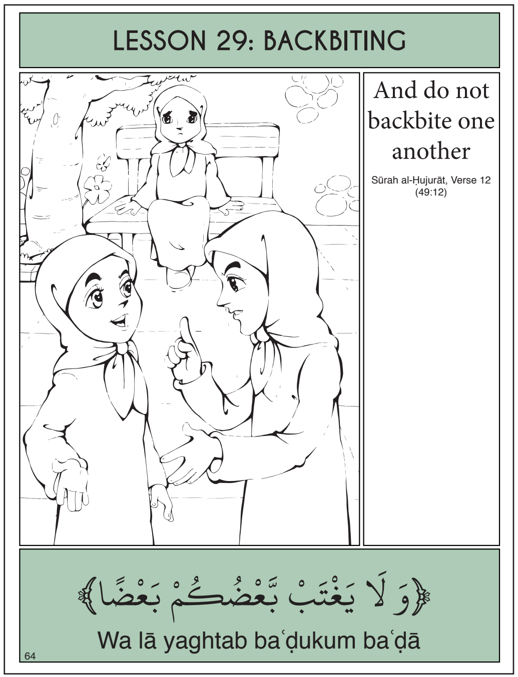
وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضًا

Transliteration: Wa lā yaghtab baʿḍukum baʿḍā
Translation: And do not backbite one another
Āyah Source: Sūrah al-Ḥujurāt, Verse 12 (49:12)

STEP 1: INTRODUCTION

5

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about backbiting. What do you know about backbiting? What is it? Why is backbiting a very bad action?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah reminding us not to do? Students will most likely respond, "Not to backbite!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 29: BACKBITING

And do not backbite one another

Sūrah al-Ḥujurāt, Verse 12 (49:12)

﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضًا﴾

Wa lā yaghtab baʿḍukum baʿḍā

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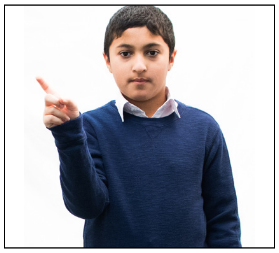
STEP 2: DISCUSSION

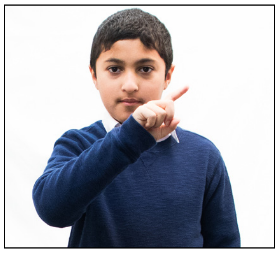
10

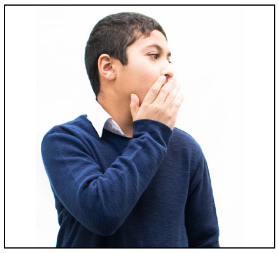
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - Allah has told us that backbiting is like eating the flesh of your brother. Can you imagine how bad backbiting must be, if it is compared to eating someone's skin? Did you know that when you backbite someone, Allah will not forgive you until the person him/herself has forgiven you? The Prophet (ṣ) said that when we backbite, good deeds don't have the effect on us that they should.
    - Does anyone know the difference between backbiting and slander? Backbiting is when you say something that is true, but isn't nice about someone. This might be something private or something they don't want others to know. Slander is when you say something negative that isn't true about someone to others. Both are major sins in Islam.
    - Is it okay to listen to backbiting if you aren't doing it? No, in Islam, listening to backbiting is as bad as doing it yourself! Ask students what things we can do to avoid listening to someone who is backbiting? (For example, change the subject, say nice things about the person instead, walk away, or gently remind them that it isn't nice to talk about others like that).
    - The Prophet (ṣ) and Ahl al-Bayt (ʿa) are role models for us, and they have taught us never to backbite about one another. They were kind to everyone and never spoke ill of anyone in their absence.

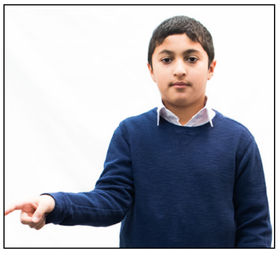
STEP 3: MEMORIZATION & HAND GESTURES

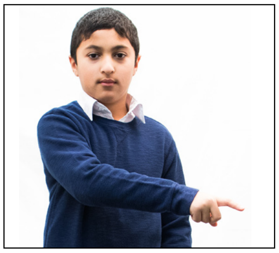
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘talking over shoulder,’ be sure to say the Arabic (yaghtab) and translation (backbite) so that students can associate the sign with the Arabic word and English meaning.


Make “No” with your finger
(Wa lā - and do not)


Make “No” with your finger
(Wa lā - and do not)


Talking over shoulder
(Yaghtab - backbite)


Point to one another
(Baʿḍukum - one)


Point to one another
(Baʿḍa - another)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Razia, Hania, and Khadija were good friends who loved to wear nice hijabs. They would hang out together all the time, at school, at the masjid, and at each other’s houses. One Friday, in honor of Jumuʿah, they decided to wear their best hijabs to school. Khadija loved how pretty her hijab was, but Razia and Hania had different ideas. That day at recess, Hania said to Razia, “Khadija thinks her hijab is so pretty, but I think it’s ugly! Ours are so much prettier.” Razia agreed with her. Khadija, who was on her way from class to meet them, overheard the things they said! She was very hurt that her two friends would talk behind her back. She sat down on a bench nearby, upset.

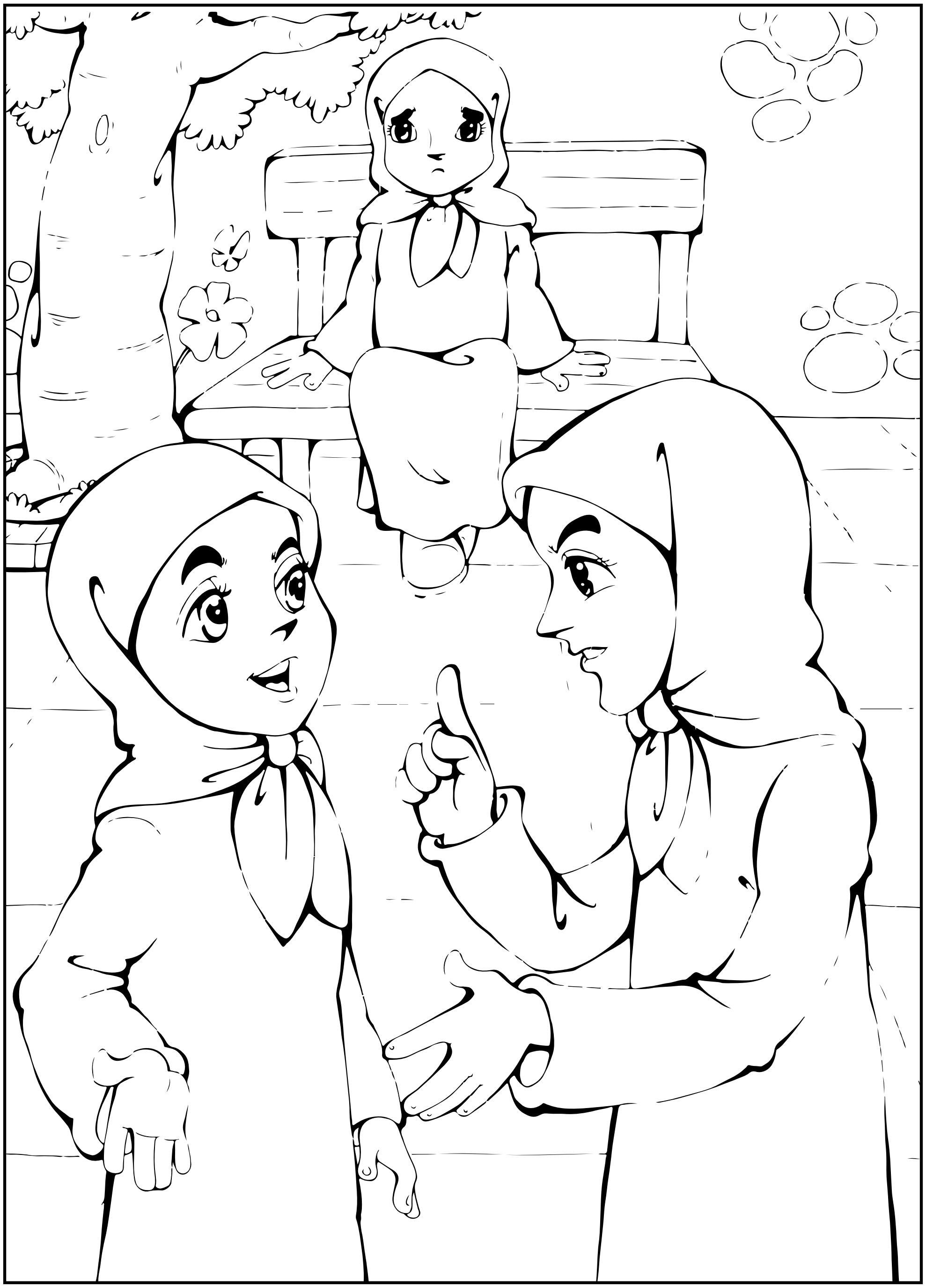
In the meantime, Razia and Hania saw Khadija sitting alone on the bench, and realized what they had done wrong. They were ashamed that they talked about their friend in a negative way. They didn’t mean to hurt her feelings and apologized so many times! Khadija forgave them for talking about her behind her back. The three of them all learned an important lesson that day: when you talk bad about others behind their back, no matter how small it may be, you will hurt their feelings. Allah dislikes when you backbite and when you hurt others’ feelings! The three girls hugged and promised to try to never to talk about their friends or anyone else in a bad away ever again! They skipped off together to go play jump rope for the rest of recess.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember not to backbite, so that Allah is pleased with us!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BACKBITING



And do not backbite one another

Sūrah al-Ḥujurāt, Verse 12 (49:12)

﴿وَ لَا يَغْتَبْ بَّعْضُكُمْ بَعْضًا﴾

Wa lā yaghtab baʿḍukum baʿḍā

Paper Roll People Craft

Objective: Children will learn that it is better to be kind and forgiving instead of having a problem with someone's shortcomings and faults.

In the lesson, we found out that talking about someone's mistakes or bad habits behind their back, even if it's true and others don't know about it, is ḥarām. The Ahlul Bayt (ʿa) have taught us to hide other people's faults and mistakes, and to protect each other by supporting and caring for one another. This creates trust and strengthens the bonds in our communities, fostering a closer and stronger sense of brotherhood and sisterhood.

If we really have a problem with someone because of their faults or mistakes, we should discuss it with our parents or someone trustworthy and ask them for help. The aim should be to resolve the problem while still being kind to each other. However, the best thing you can do is to forgive the person who has made us upset. When we are forgiving and kind with others, Allah (swt) is forgiving and kind with us.

Today, we will make a special project that will remind us to be kind and forgiving with others, and to not backbite about others.

Suggested Ages: 5+

Time: 40 minutes

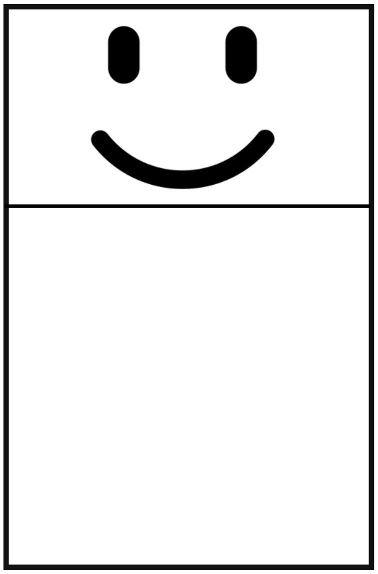
Materials:

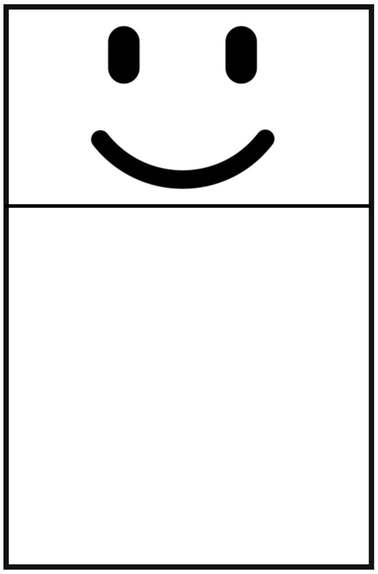
- Paper roll people and hearts template
- Crayons/colored pencils
- Scissors
- Glue/tape

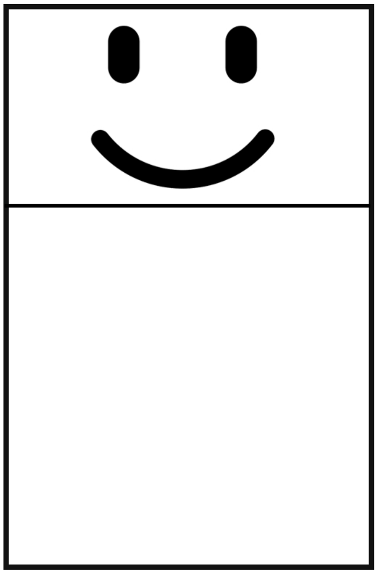
support each other
use kind words
forgive others

Procedure:

1. Color the images in the template however you like. In each heart, write one way you can care for others and maintain trust.
2. Cut out the 3 paper roll people by cutting along the dotted lines.
3. Carefully cut out the arms and hearts. There should be 1 pair of arms and 1 heart for each paper roll person.
4. Roll each paper roll person and tape at the seam.
5. Glue the arms to the "body" of each paper roll person on the front.
6. Then, glue or tape the three paper rolls together in a row.
7. Finally, glue each heart on the back of each paper roll person.







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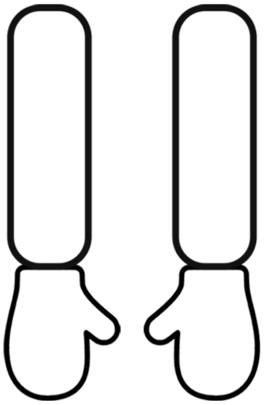
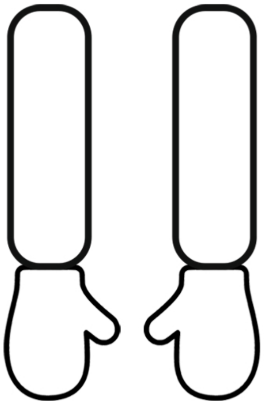
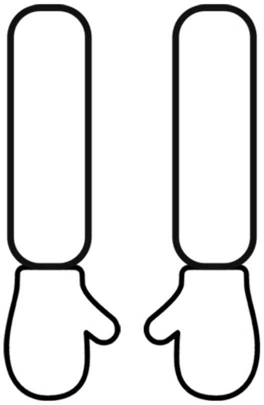
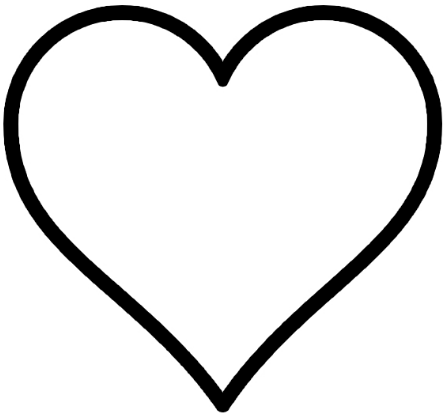
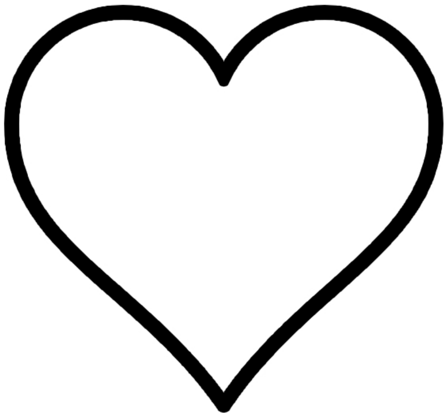
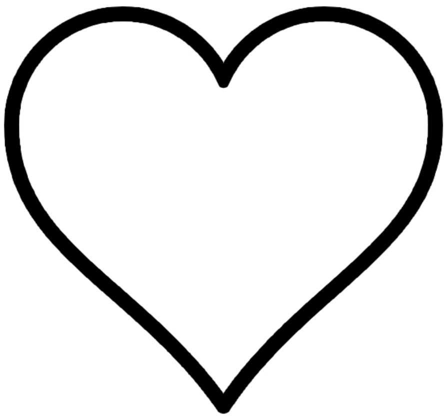

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Lesson 7: Bad Names

(taken from *Verses of Light*, lesson 30)

OBJECTIVE

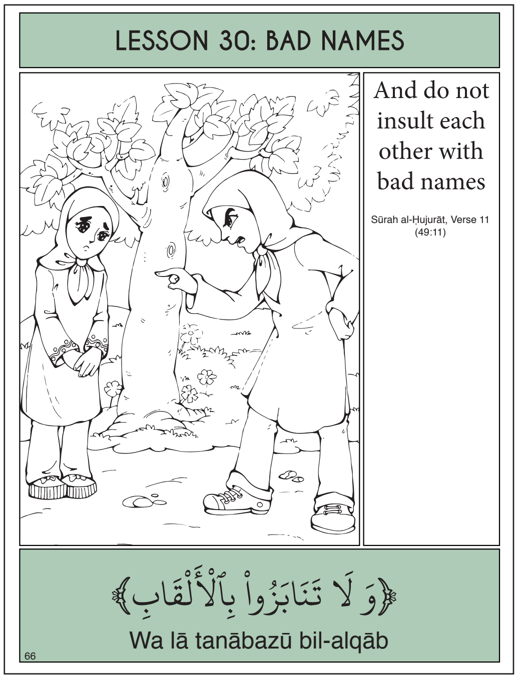
Students will learn about the harm in insulting others by using bad names. They will then memorize the āyah.

وَ لَا تَنَابَزُواْ بِٱلْأَلْقَابِ

Transliteration: Wa lā tanābazū bil-alqāb
Translation: And do not insult each other with bad names
Āyah Source: Sūrah al-Ḥujurāt, Verse 11 (49:11)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about using bad names. Have you ever been called a bad name? How did it make you feel?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what do you think Allah is telling us not to use? Students will most likely answer, "Bad names!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 30: BAD NAMES

And do not insult each other with bad names

Sūrah al-Ḥujurāt, Verse 11 (49:11)

﴿وَ لَا تَنَابَزُواْ بِٱلْأَلْقَابِ﴾

Wa lā tanābazū bil-alqāb

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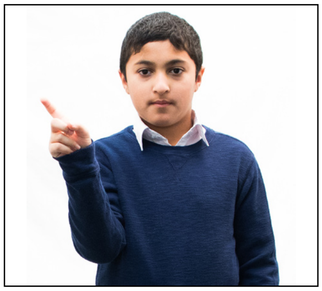
STEP 2: DISCUSSION

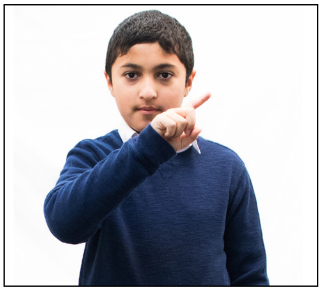
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - Remind students about the ḥadīth that tells us how hurting a believer's feelings is like destroying the Kaʿbah. That's how important it is to not hurt others' feelings.
   - Emphasize to students the importance of names in Islam. Each of us is given a beautiful name, and to use hurtful or mean names in its place makes Allah very displeased.
   - Ask students, "Why do you think people make fun of others?"
   - Discuss with students how people who make fun of others are usually the ones who have low self-esteem or are trying to make themselves feel better. Try to remember that maybe they might be going through a hard time which is why they make fun of others.
   - Remind and emphasize that Allah shows mercy to those who show mercy, so we should always be kind and use nice words to others.
   - What do you think you should do if someone calls you a bad name? Should you call them a bad name back? What should you do instead? Example - tell them that you didn't like it, that it hurt your feelings, that it wasn't nice of them to do that, etc.

STEP 3: MEMORIZATION & HAND GESTURES

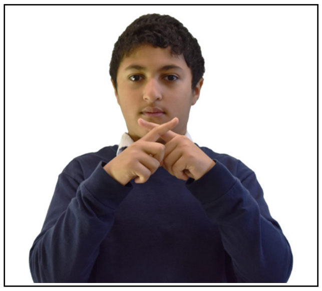
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place both hands around the mouth,' be sure to say the Arabic (bil alqāb) and translation (with bad names) so that students can associate the sign with the Arabic word and English meaning.



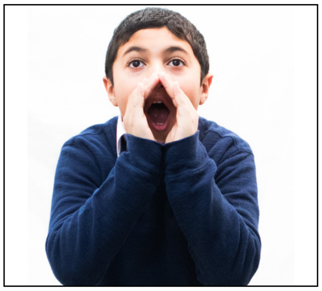
Make "No" with your finger
(Wa lā- and do not)



Make "No" with your finger
(Wa lā - and do not)



Cross two fingers in front of the mouth like "X"
(Tanābazū - insult each other)



Place both hands around the mouth
(Bil-alqāb - with bad names)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper an d repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Maryam and Batool were sitting in their desks waiting for class to start when Laila walked in and sat in the corner seat at the back of the classroom. Laila was new to their school so Maryam decided she would try to become friends with her. "Come on." she urged Batool. They both got up and sat down in the seats near Laila, said, "Salāmun ʿalaykum," and introduced themselves. Laila smiled shyly, but soon became their friend.

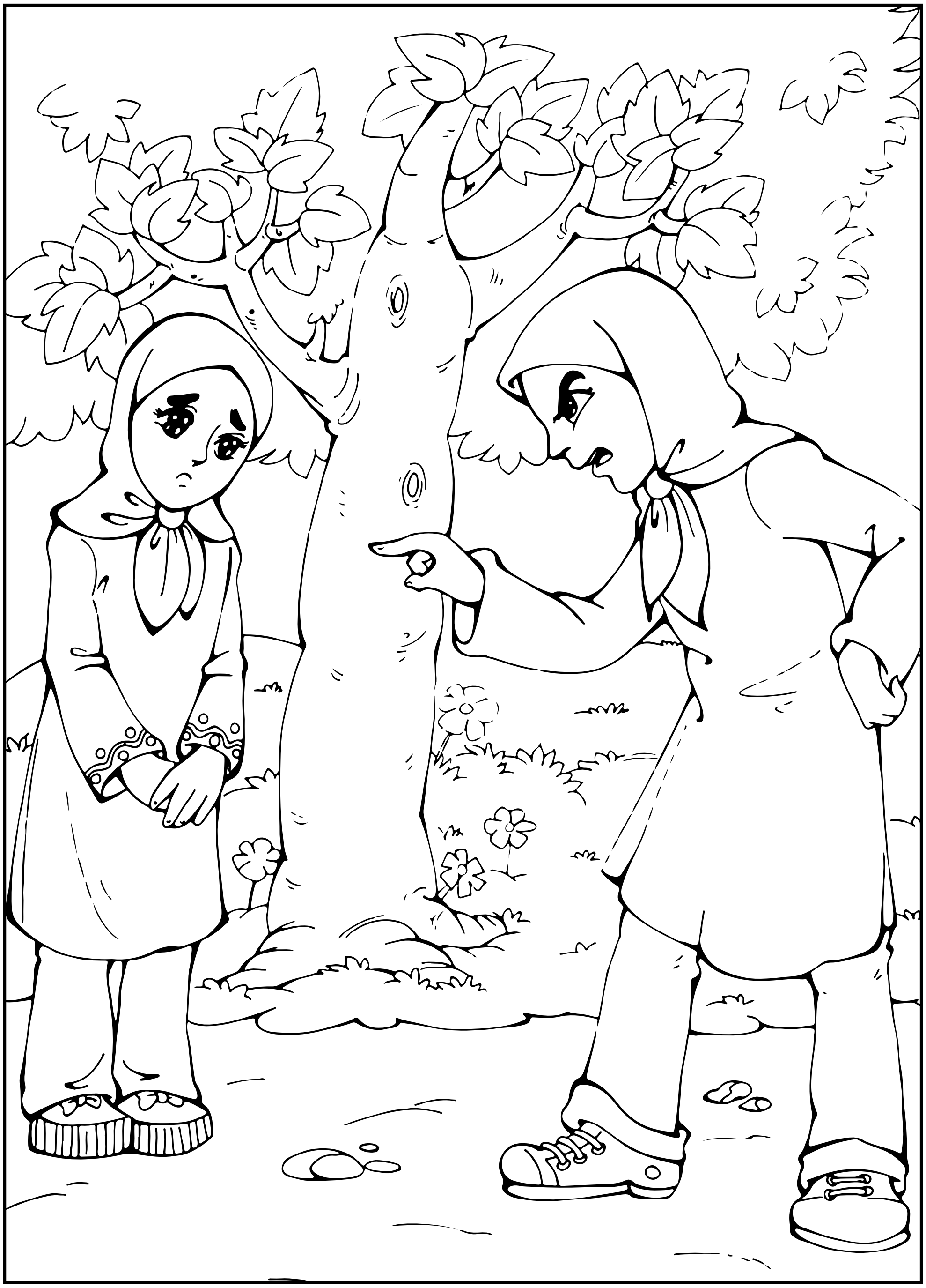
At recess, Laila, Maryam, and Batool were on the same team for an intense game of soccer! It was a close game! Batool was the goalie and watched nervously as the other team came running toward her. She dove for the ball, but she missed and the other team won. "Ugh!!! What are you doing? Are you not even watching the ball?" Laila then angrily called her a bad name, blaming Batool for their loss. Batool was hurt. "Hey! That's really rude!" Maryam said. "There is no need to call anyone that, especially one of your friends!" Laila realized what she had said in anger. She immediately turned to Batool and apologized, "I'm sorry, I didn't mean to call you that." Batool was a forgiving person, and she patted Laila on the back. "Should we play another game and try to win this time?" Batool grinned at Laila. "Thanks for being a good sport," Laila said, and everyone got ready to play another game.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should try to never use bad names to insult someone, since that makes Allah unhappy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BAD NAMES



And do not insult each other with bad names

Sūrah al-Ḥujurāt, Verse 11
(49:11)

﴿وَلَا تَنَابَزُوا۟ بِٱلْأَلْقَابِ﴾

Wa lā tanābazū bil-alqāb

Hurtful Words Activity

Objective: Children will learn about the negative effects of insulting each other.

We should treat each other with respect because we are brothers and sisters, and Allah (swt) has taught us to act kindly. In our communities, we should make good connections and friendships with others. When we have good friends and other good people around us, we feel accepted and loved. We may even feel more confident and secure around the good friends that we make. When we share good behavior and experiences, then we are able to be better people who remember Allah (swt).

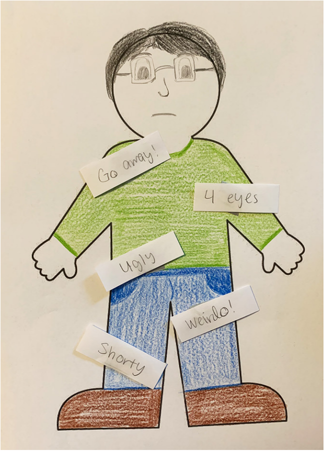
Sometimes, however, we forget to be kind to each other. There are different reasons why someone acts mean or insults others. When a person insults, teases, and name-calls others, they might do it because they are insecure or don't feel good about themselves. Whatever the reasons, we should treat each other kindly and with respect. Insulting or calling someone names can hurt their feelings and have other negative effects that are hard to undo. What we say to someone cannot be taken back, so we must be careful with the words we use.

Today, we will do an activity as a visual of how our words can hurt someone, and why we should not say anything mean or unkind.

Suggested Ages: 5+

Time: 40 minutes

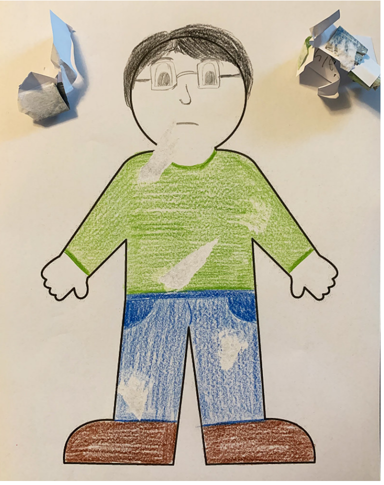
Materials:
- Person template
- Strips of paper
- Crayons/colored pencils
- Pen/pencil
- Glue/tape

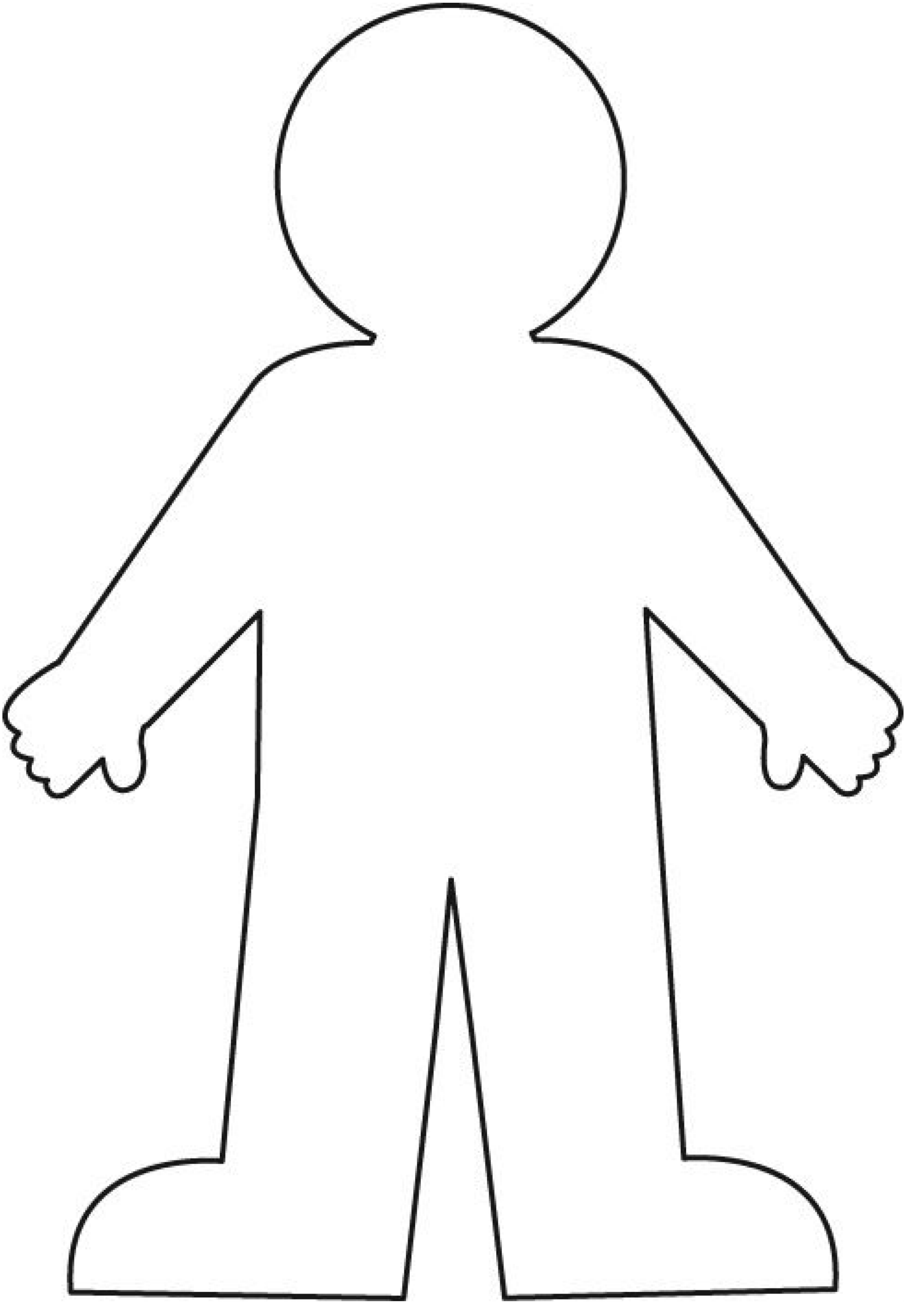


Procedure:

1. Color and decorate the person however you like. This will represent a person we talk to.
2. On each strip of paper, write a mean thing to say to that person.
3. Glue or tape the strips of paper to the person and press down. This represents when we insult or call someone names.
4. Now we want to see the effect of taking back what we said. Peel off the strips of paper. What do you observe? You might find it difficult to do, you might leave a mark, and/or you will most likely damage the paper.

The damage on the paper represents the effects of your mean words. Even though you may have apologized and taken back your words, the damage has been done and it is now difficult to undo!





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Lesson 8: God Consciousness (Taqwā)

(taken from *Verses of Light*, lesson 31)

OBJECTIVE

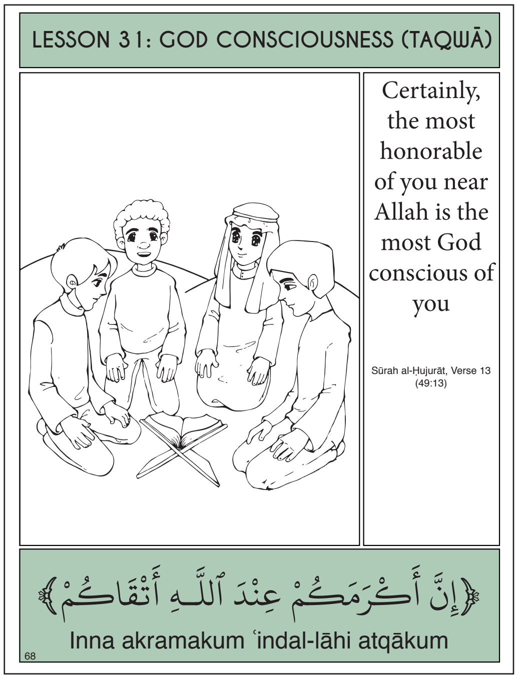
Students will learn that the most honorable people in Allah's eyes are those who have taqwā. They will then memorize the āyah.

إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَاكُمْ

Transliteration: Inna akramakum ʿindal-lāhi atqākum
Translation: Certainly, the most honorable of you in the sight of Allāh is the most God conscious of you
Ayāh Source: Sūrah al-Ḥujurāt, Verse 13 (49:13)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about what makes us honorable in the sight of Allah. What do you think makes one person better than another person? What is taqwā and God-consciousness?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what does Allah say about who is the most honorable? Students will most likely answer, "A person who is God conscious!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 31: GOD CONSCIOUSNESS (TAQWĀ)

Certainly, the most honorable of you near Allah is the most God conscious of you

Sūrah al-Hujurāt, Verse 13 (49:13)

﴿إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَاكُمْ﴾

Inna akramakum ʿindal-lāhi atqākum

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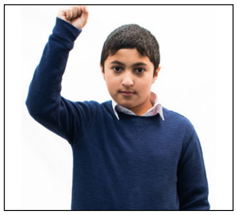
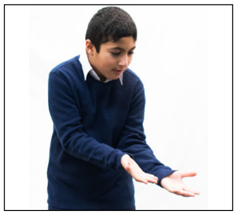
STEP 2: DISCUSSION

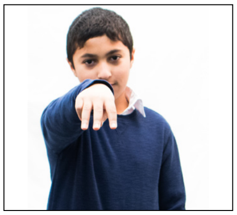
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - What does it mean to have taqwā? It means being conscious of the fact that God is always watching us. While this should make us feel safe, we should also remember that Allah is watching all of our actions. Our bad actions have consequences so we should always be God-conscious to avoid doing things Allah dislikes.
    - Have students discuss with a partner, "What are some ways we can remember Allah in our day-to-day actions?"
    - Examples - thanking Allah, seeking His forgiveness when you make a mistake, saying bismillāh before starting anything, wearing hijab, being kind to our parents, etc.
    - We can remember Allah before performing our daily actions and get thawāb for them! What are some things you do in your daily life that you could get thawāb for if you remembered Allah before doing them?
    - How does remembering Allah and fearing Him help us? A person who remembers Allah often and is conscious of Him doesn't get distracted by worldly things. For example, when you remember Allah and obey Him, you won't commit sins like backbiting, eating haram food, or lying.
    - How much do you think about and care for the people you love? Our siblings and parents are people we love, and they love us back. But Allah loves us even more than our own family! So, shouldn't we also love Him and make Him happy by always remembering Him too?

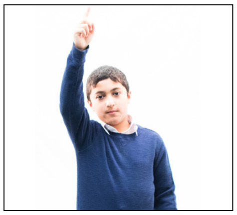
STEP 3: MEMORIZATION & HAND GESTURES

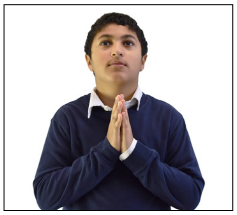
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put your palms together and look up,' be sure to say the Arabic (atqā) and translation (is the most God conscious) so that students can associate the sign with the Arabic word and English meaning.

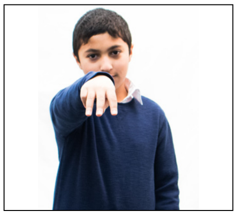

Fist Pump
(Inna - certainly)


Stand up and invite someone to sit down
(Akrama - the most honorable)


Point 3 fingers toward audience
(Kum - of you)


Point up
(ʿIndal-lāhi - in the sight of Allah)


Put your palms together and look up
(Atqā - is the most God conscious)


Point 3 fingers toward audience
(Kum - of you)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Arif was a boy who loved remembering Allah. He would look at all the beautiful creations around him and say "Subḥānallāh!" to himself. Arif also had a mind like a businessman. He knew he got thawāb for being God-conscious and that Allah said in the Qurʾān [read āyah with translation]. He wanted to get as much thawāb as possible, every minute of every day! So Arif began making a list in his head of all the things he already did in his daily life that would make him honorable, if he just remembered Allah before doing them! Hmmm, he thought to himself, eating healthy food, so I can grow to be strong. Washing my hands before eating so I can save myself from getting sick...taking a shower and wearing clean clothes.The list went on and on and on, and Arif was so excited that he could get so much thawāb for himself and make Allah happy at the same time!

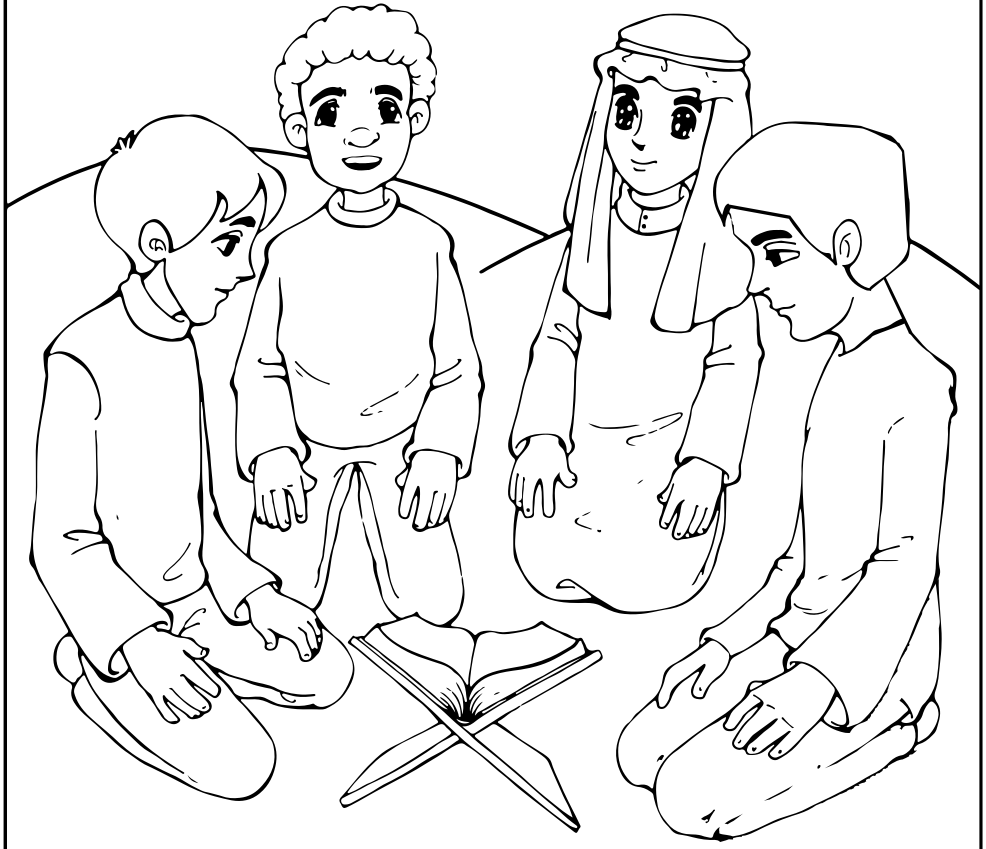
Arif knew that if he was going to have taqwā, he should encourage his friends to have itas well, because he wanted friends who would remind him of Him. So he asked them to make a Qurʾān circle with him and his dad after school to discuss the āyah he learned, and other āyahs from the Qurʾān. Every Friday after school, before playing sports, he and his friends would read Allah's divine words. Then, before playing a fun game of basketball, Arif would remind them, "Remember that we're playing for the sake of Allah so we get thawāb for every point we make!" Every time Arif made a point, he would yell "taqwā point!" and everyone would laugh!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember Allah and have taqwā, because a person with taqwā makes Allah the most happy!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

GOD CONSCIOUSNESS (TAQWĀ)



Certainly, the most honorable of you near Allah is the most God conscious of you

Sūrah al-Ḥujurāt, Verse 13
(49:13)

﴿إِنَّ أَكْرَمَكُمْ عِنْدَ ٱللَّـهِ أَتْقَاكُمْ﴾

Inna akramakum ʿindal-lāhi atqākum

Heavenly Stairway

Objective: Children will learn how to stay on the right path and become closer to Allah (swt).

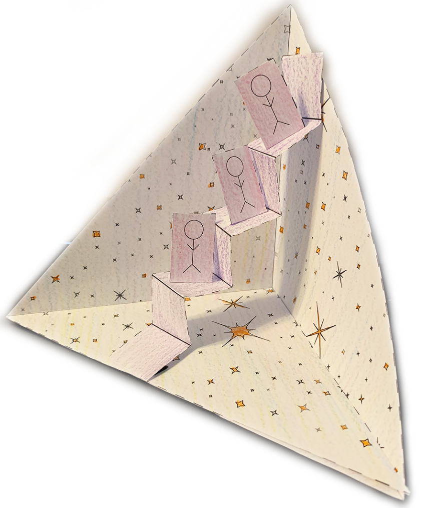
> Being God-conscious means remembering Allah (swt) and being aware of Him watching over us. When we remember Allah (swt), especially when we are sad or worried, we often find comfort, knowing that He is watching over us and keeping us safe. It also means He is watching us, our actions and choices.
>
> Earlier, we learned that remembering Allah (swt) and being God-conscious helps us to make good choices and do the right thing. By keeping Allah (swt) in mind, we are less likely to do the things that make Him unhappy, and more likely to do the things that make Him happy. The more we do what makes Allah (swt) happy and avoid what makes him unhappy, the closer we get to Him. This helps us stay on the right path and enjoy the rewards of a good life, inshāʾAllāh.
>
> Today, we will be making a special project to remind us to be God-conscious and to make good choices to get closer to Allah (swt).

Suggested Ages: 5+

Time: 40 minutes

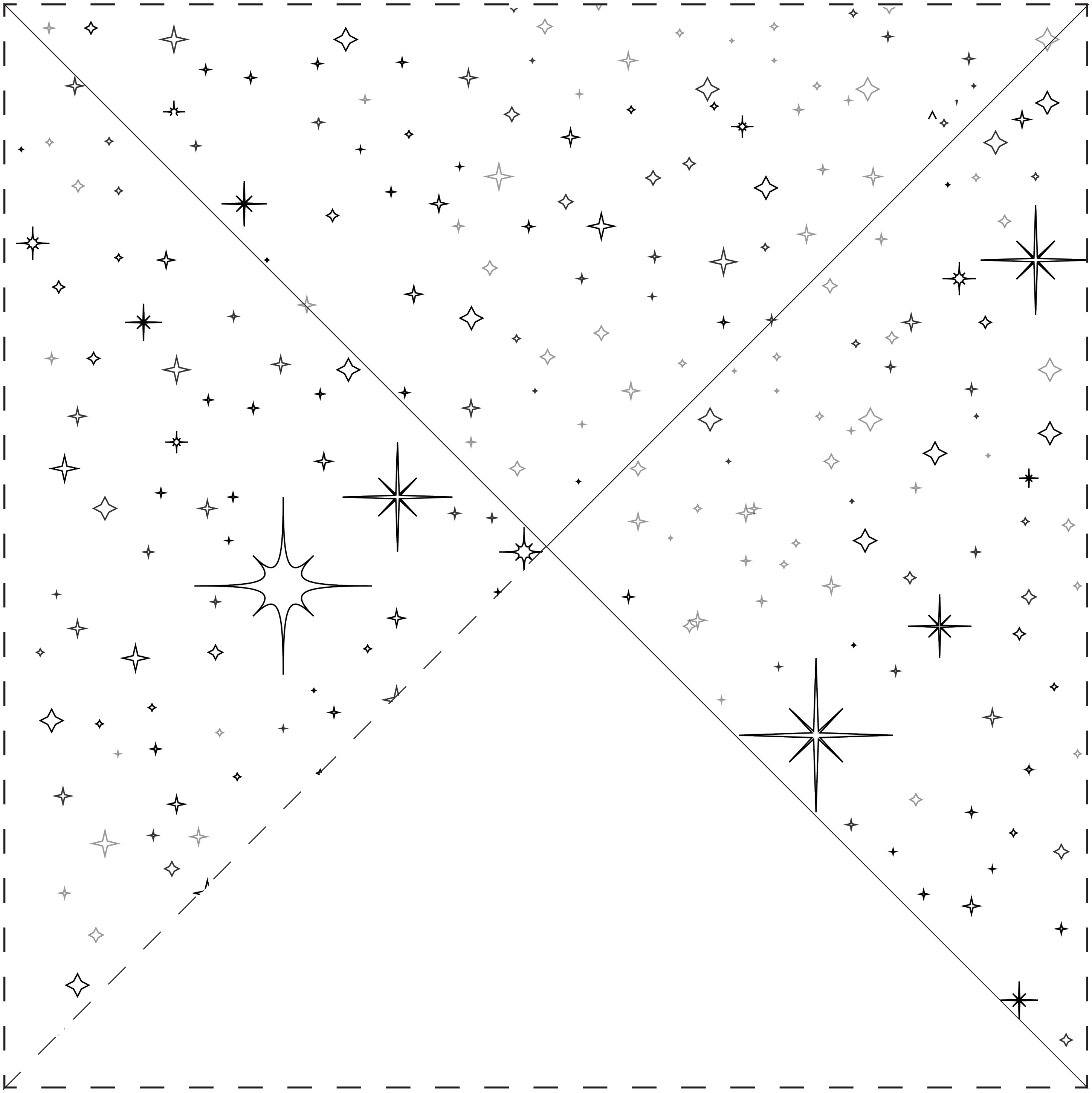
Materials:

- Heavenly triorama and stairway template
- Crayons/colored pencils
- Scissors
- Glue/tape



Procedure:

1. Color the pieces of the template however you like.
2. Cut out the square, stairways, and small people figures.
3. Fold the square in half diagonally, along the 2 lines. Do one fold, open it, do the other fold, and then open it again.
4. Cut along the dotted line up to the center of the square. Do not cut past the dotted line.
5. Then, pull the blank triangle under the triangle with stars so that the whole thing forms an inverted pyramid. This is the triorama.
6. Glue the decorated triangle over the blank triangle. This will be the base of the triorama.
7. Now, accordion fold the strip along the lines so that it forms a stairway.
8. Glue the stairway from the floor of the triorama up to one of the two walls of the triorama.
9. Fold along the line of each figure to make a small tab. Gently glue these to the steps of the stairway.



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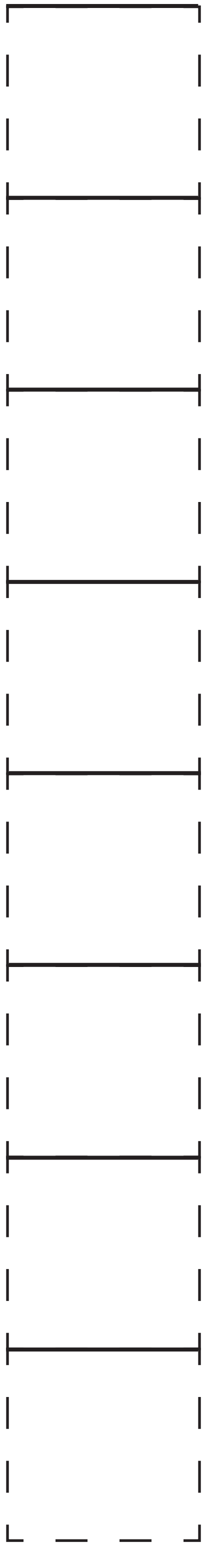

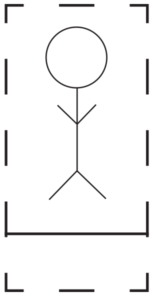

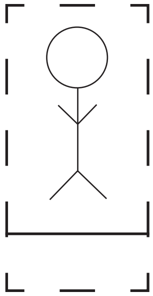

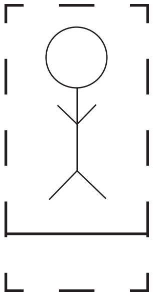

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Lesson 9: Praying for Parents

(taken from *Verses of Light*, lesson 32)

OBJECTIVE

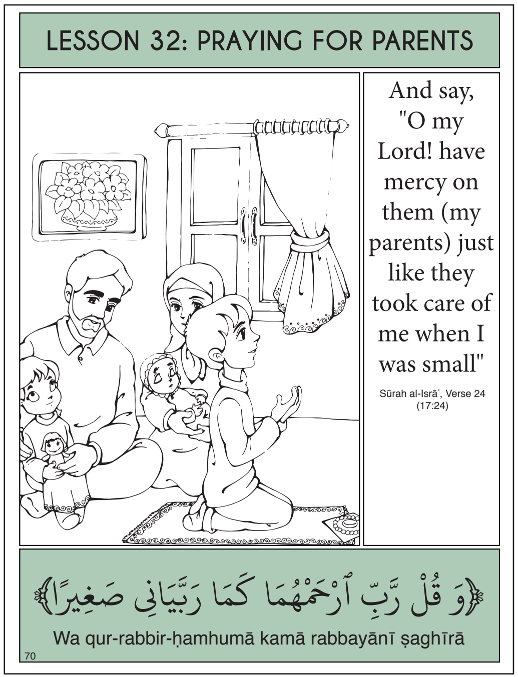
Students will learn about the importance of praying for their parents. They will then memorize the āyah.

وَ قُلْ رَّبِّ ٱرْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيرًا

Transliteration: Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā
Translation: And say, ‘O my Lord! have mercy on them (my parents) just like they took care of me when I was small
Āyah Source: Sūrah al-Isrāʾ, Verse 24 (17:24)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today we are going to talk about the importance of praying for our parents. Sometimes we forget how much they take care of us! What are some things they do to take care of us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah tells us we should pray for? Students will most likely answer, “Parents!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 32: PRAYING FOR PARENTS

And say, "O my Lord! have mercy on them (my parents) just like they took care of me when I was small"

Sūrah al-Isrāʾ, Verse 24 (17:24)

﴿وَ قُلْ رَّبِّ ٱرْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيرًا﴾

Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

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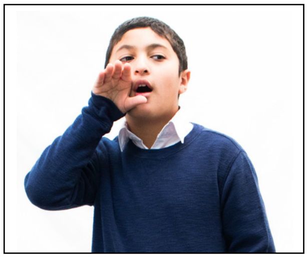
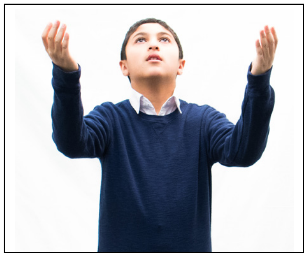
STEP 2: DISCUSSION

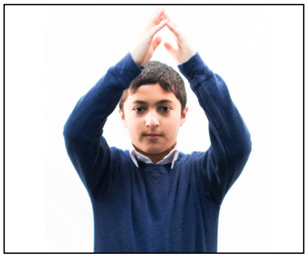
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
    - What are some things that a baby needs? Students may come up with the following items: diapers, clothes, milk, naps, cradling, rocking, someone to play with them, someone to put them to sleep, etc.
    - A baby is in constant need of its parents. Parents give all their attention to their children to make sure that they have everything that they need. Allah constantly reminds us how we should be thankful to our parents who provide for us, take care of us, and love us.
    - Now, imagine that how much our parents love us is only a small drop of water as compared to how much Allah loves us, which is like the entire ocean!
    - What are some blessings Allah has given us?
    - Our parents do everything for us and so we should always thank them. One of the best ways to thank them is by praying for them. In this āyah, we pray for Allah to have mercy on our parents since they have done so much for us!

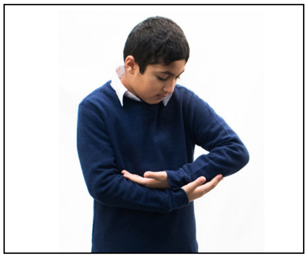
STEP 3: MEMORIZATION & HAND GESTURES

1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘Raise hands to make duʿā,’ be sure to say the Arabic (Rabbir) and translation (O my Lord!) so that students can associate the sign with the Arabic word and English meaning.


Put one hand next to your mouth and pretend to talk (Wa qur - and say)


Raise hands to make duʿā (Rabbir - O my Lord!)


Hold hands together above head to show mercy from Allah (Ḥamhumā - have mercy on them (my parents))


Rocking baby (Kamā rabbayānī ṣaghīrā - just like they took care of me when I was small)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Every morning after ṣalāh, Hakeem would hear his father read a specific duʿā. He always wondered what this duʿā was for, so one morning he asked him, “What is that duʿā you always read?” Hakeem asked. “It’s a duʿā for parents,” his father replied. “Your parents?” Hakeem asked confused. “But isn’t it supposed to be the other way around? Parents ask duʿā for their children.” “Yes, of course, but children should also pray for their parents,” his father said. Hakeem was surprised.

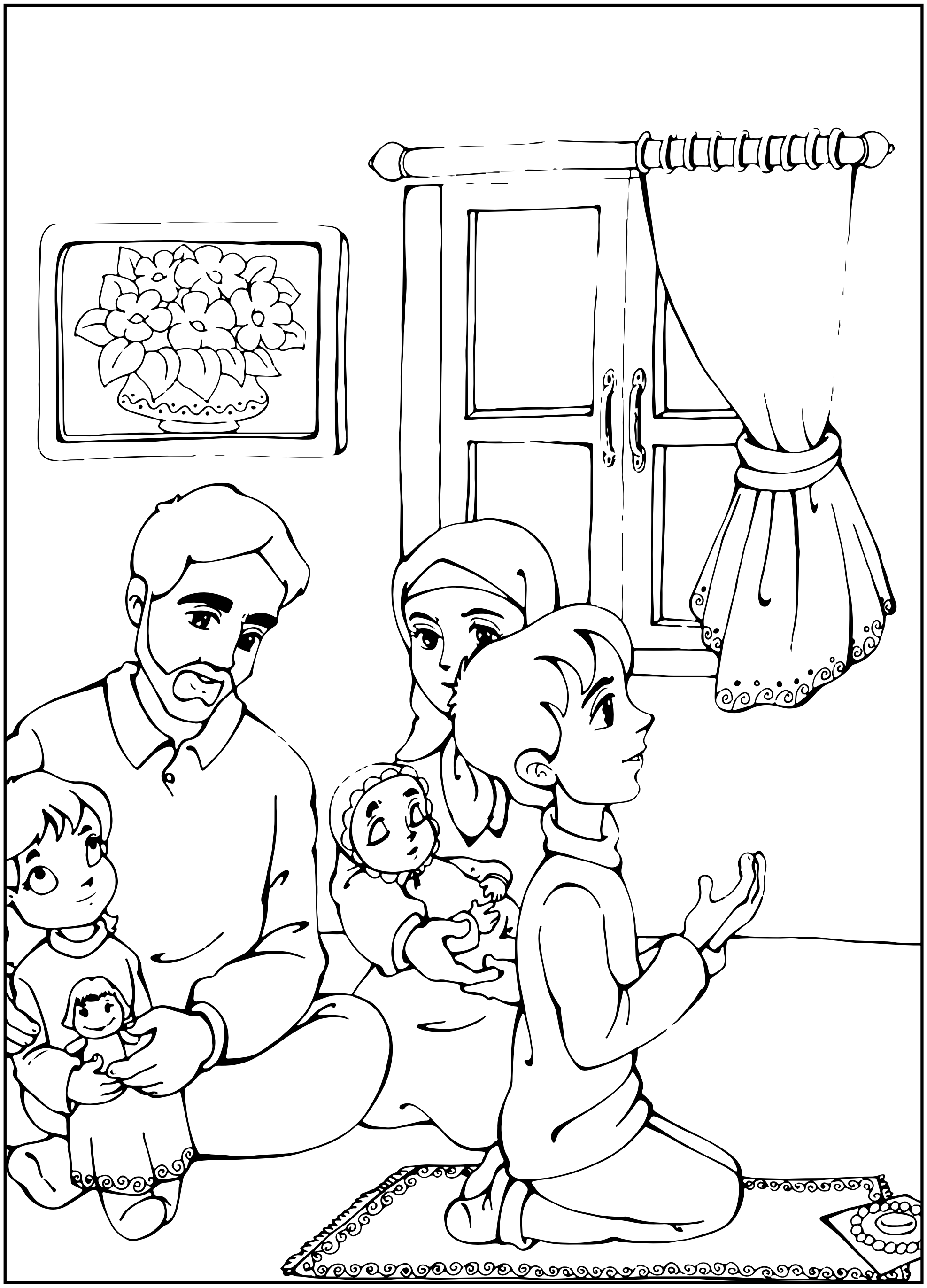
“So what should we ask from Allah for our parents? They have already learned and done everything!” asked Hakeem, confused. “This duʿā is an āyah of the Noble Qurʾān which says how one should do duʿā for their parents” his father explained. “We should ask Allah to have mercy on them as they had mercy on us when were were young.” He continued, “When we were small, we were dependent on our parents for everything. They took care of us when we were small, attending to our every need, even when it was hard for them. Similarly, we want Allah to have that same mercy and forgiveness for our parents.” Hakeem began to understand what his father was talking about. This wasn’t a worldly duʿā, it was a much more important one! He definitely wanted Allah to be kind and merciful to his parents, so every moring at Fajr prayer, he recited it loudly with his father!

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always ask Allah to have mercy on our parents just like they had mercy on us when we were small.

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

PRAYING FOR PARENTS



And say, "O my Lord! have mercy on them (my parents) just like they took care of me when I was small"

Sūrah al-Isrāʾ, Verse 24
(17:24)

﴿وَ قُلْ رَّبِّ ٱرْحَمْهُمَا كَمَا رَبَّيَانِى صَغِيرًا﴾

Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

For My Parents

Objective: Children will learn about the different ways to thank their parents.

From the lesson, we learned about the importance of praying for our parents. The āyah we learned is one of the best duʿās we can make for our parents. We are asking Allah (swt) to show them the same kindness and mercy they showed us when we were small babies who were so dependent on them for everything. It is a great way for us to thank them for all they have done for us. We can try to recite this duʿāʾ everyday, but what are some other ways we can thank our parents?

We can thank our parents by helping them with chores around the house. We can thank them by listening to them and speaking to them with respect and kindness. We can thank them by caring for them when they need it. We can never truly repay our parents, so we must do everything we can to show them love and thanks.

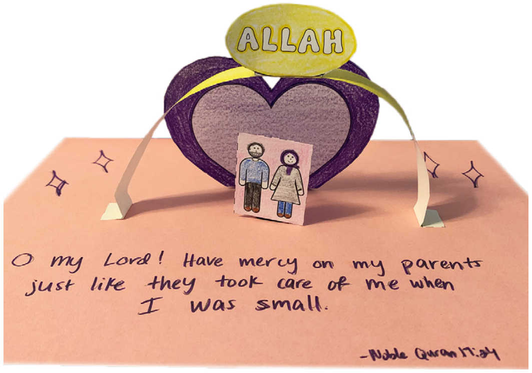
Today, we will make a special project to remind ourselves that we must treat our parents in the best way and pray for them, inshāʾAllāh.

Suggested Ages: 5+

Time: 40 minutes

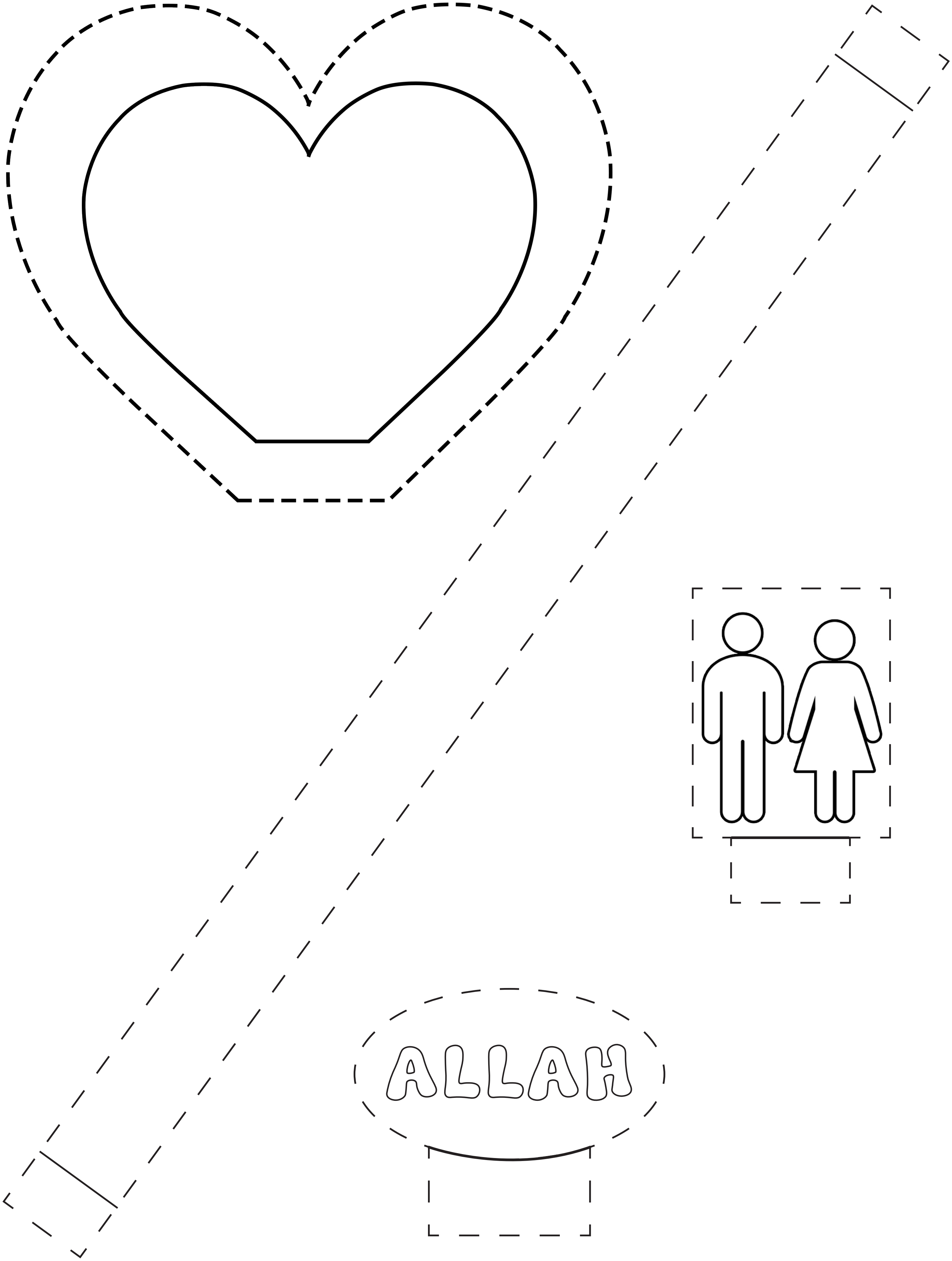
Materials:

- Craft template
- Construction paper
- Crayons/colored pencils
- Scissors
- Glue/tape


ALLAH
O my Lord! Have mercy on my parents
just like they took care of me when
I was small.
-Noble Quran 17:24

Procedure:

1. Color and decorate the pieces of the template.
2. Cut out all of the pieces by cutting along the dotted lines.
3. Take the long rectangle and fold along the two solid lines on either end to make 2 tabs.
4. Glue or tape one tab to the construction paper, then curve it and glue or tape the other end. This should make a curved arch sticking up from the paper.
5. Next, fold along the solid line at the base of the heart to make a tab. Glue or tape the heart behind the arch.
6. Take the Allah (swt) circle and fold along the solid line to make a tab. Glue or tape it to the top of the arch.
7. Take the box with the parents and fold along the solid line to make a tab. Glue or tape it under the arch in front of the heart.
8. Finally, write messages and prayers for your parents on the construction paper.
9. Finish decorating however you like.


ALLAH

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Lesson 10: Allah is the Best Protector

(taken from *Verses of Light*, lesson 33)

OBJECTIVE

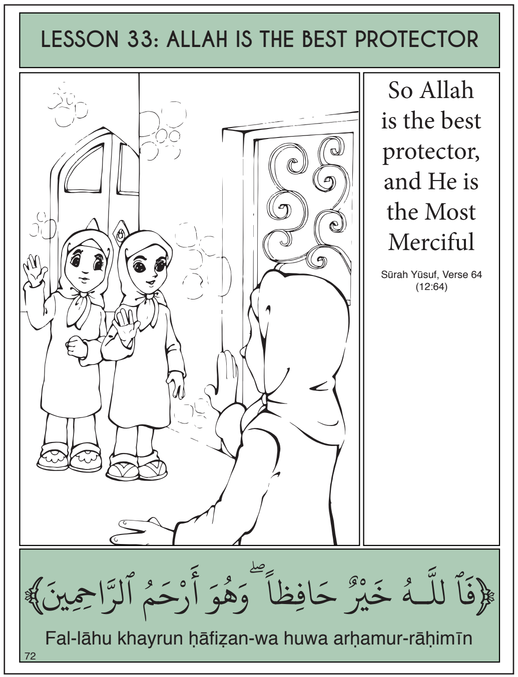
Students will learn how Allah is the best protector for us. They will then memorize the āyah.

فَٱللَّهُ خَيْرٌ حَٰفِظًا ۖ وَهُوَ أَرْحَمُ ٱلرَّٰحِمِينَ

Transliteration: Fal-lāhu khayrun ḥāfiẓan-wa huwa arḥamur-rāḥimīn
Translation: So Allah is the best protector and He is the Most Merciful
Āyah Source: Sūrah Yūsuf, Verse 12 (12:64)

STEP 1: INTRODUCTION

1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about things that protect us. What does it mean to protect something? What are some things that protect us?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, who do you think Allah says is the best protector? Students will most likely answer, "Allah!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.



LESSON 33: ALLAH IS THE BEST PROTECTOR

So Allah is the best protector, and He is the Most Merciful

Sūrah Yūsuf, Verse 64 (12:64)

﴿فَٱللَّهُ خَيْرٌ حَٰفِظًا ۖ وَهُوَ أَرْحَمُ ٱلرَّٰحِمِينَ﴾

Fal-lāhu khayrun ḥāfiẓan-wa huwa arḥamur-rāḥimīn

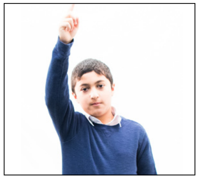
72

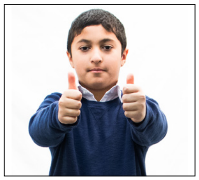
STEP 2: DISCUSSION

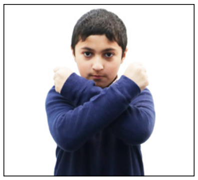
1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
   - What are some ways that Allah protects us? What are some ways that we can ask Allah to protect us?
   - Did you know that when you recite Āyatul Kursī once, Allah sends one angel to protect you? Then, if you recite it twice, Allah sends two angels. If you recite it three times, He sends three. And if you recite it four times, Allah says, "I will protect My servant Myself."
   - The best protector is Allah! He can protect you better than anyone or anything. But we have to truly believe and rely on Him as our protector, which means believing that He does what's best for us no matter what!
   - Remember, just because you're making duʿā, doesn't mean you do things that are dangerous. You should ask Allah to keep you safe but also take steps to make sure that you're making smart, safe choices.
   - There are many things that we don't like because they hurt, aren't fun, or make us uncomfortable. For example, when we are babies, we often have to go to the doctor to get shots. We may cry and squirm to get away from the needle. But as we get older, we realize that they're important to keep us safe and healthy. Similarly, often when things are very hard in our lives, we may be really unhappy, but we should realize that Allah wants what's best for us! Remember that Allah is our protector, and He does what's best for us, just like our parents and doctors try to do when making us get shots!

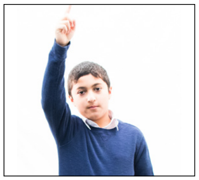
STEP 3: MEMORIZATION & HAND GESTURES

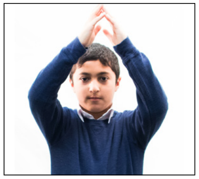
1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘make a shield with hands crossed over chest,’ be sure to say the Arabic (ḥāfiẓan) and translation (protector) so that students can associate the sign with the Arabic word and English meaning.

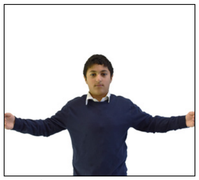

Point up (Fal-lāhu - so Allah)

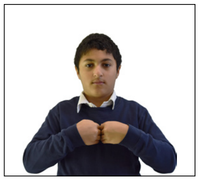

Two thumbs up (Khayrun - is the best)


Make a shield with hands crossed over chest (Ḥāfiẓan - protector)


Point up (Wa huwa - and He is)


Touch fingertips together above head to show mercy from Allah (Arḥamur-Rāḥimīn - the All-Merciful)


Show mercy coming down from Allah to us (Arḥamur-Rāḥimīn - the All-Merciful)


Hands pointed inward to show special mercy given to believers (Arḥamur-Rāḥimīn - the All-Merciful)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at https://kisakids.org/pages/quranmemorization or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME

Directions:
1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Asma and Farah would walk to school and back every day. They lived in a beautiful foresty area, filled with tall trees and deep green plants. When they would leave for their short walk to school, their mom would always pray for them at the door. She would ask Allah to keep her daughters safe all day, since He was the best protector and the All-Merciful. Asma and Farah would set off, feeling safe and happy that they had the best protector possible!

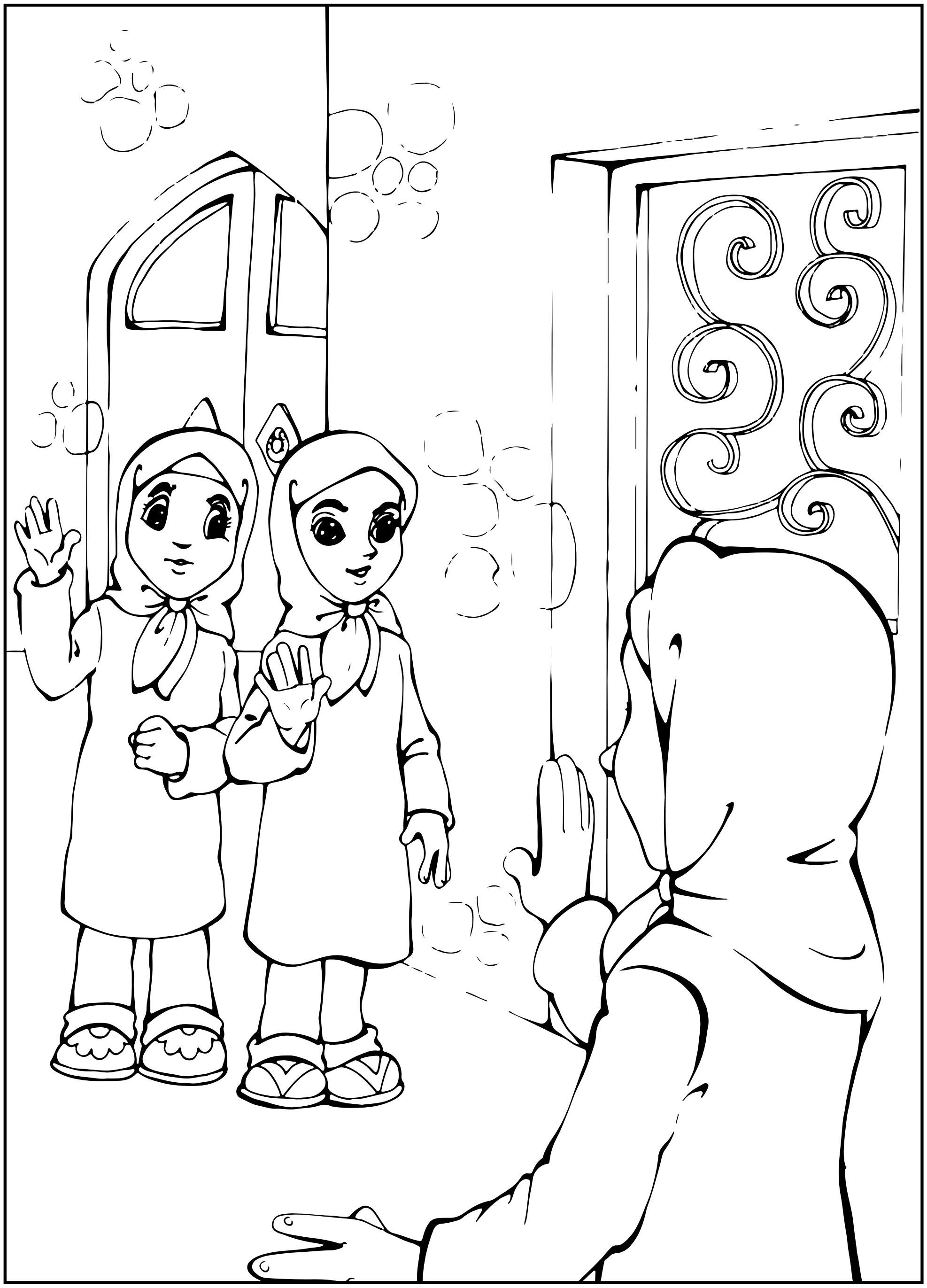
One day, on their walk back from school, they were rushing to get home before dark with a few other children who were walking home from school. Once they finally arrived home, their mother was waiting for them outside. “Oh no,” Farah said, “I wonder what happened! She looks so worried!” Their mother ran to hug them. “I was so worried!” She exclaimed, “I heard there was a giant tree that fell on the path that you two usually take home from school! I recited Āyatul Kursī so many times, asking Allah to protect you!” “Alḥamdulillāh we're safe,” they all said. "It must have fallen right after we passed!" Asma said. "Allah is the best protector!" her mother replied. Both the girls knew they had to be careful when walking to and from school, and never forgot to ask Allah to keep them safe when leaving the house.

We learned today that Allah says in the Qurʾān that [read āyah with translation]. We should always remember that Allah is the Most Merciful and ask him to protect us no matter where we go!

STEP 5: COLORING

As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

ALLAH IS THE BEST PROTECTOR



So Allah is the best protector, and He is the Most Merciful

Sūrah Yūsuf, Verse 64
(12:64)

﴿فَٱللَّهُ خَيْرٌ حَافِظاً ۖ وَهُوَ أَرْحَمُ ٱلرَّاحِمِينَ﴾

Fal-lāhu khayrun ḥāfiẓan-wa huwa arḥamur-rāḥimīn

The Best Protector

Objective: Children will learn that having faith in Allah (swt) helps us to make the right choices.

We just learned that Allah (swt) is the best protector, supporting us through good and tough times. When our parents or teachers shield us from bullies, we feel safe and protected. We might even feel more confident. Similarly, Allah (swt) safeguards us in more significant challenges, especially where others cannot.

Sometimes, we find ourselves in a situation where making the right choice is difficult. However, if we try to always make good choices and do the right thing, Allah (swt) will give us strength and protection. Even if people try to stop us, we should have faith and trust in Allah (swt). This gives us confidence and guides us to do good deeds.

Today, we will make a special project to remind ourselves that Allah (swt) will always take care of us, and to seek refuge with Him.

Suggested Ages: 5+

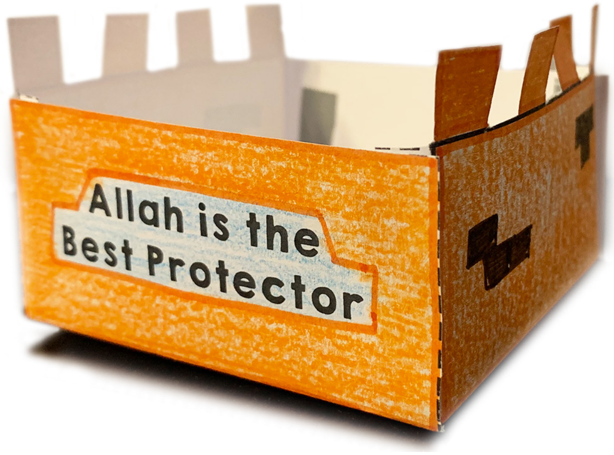
Time: 40 minutes

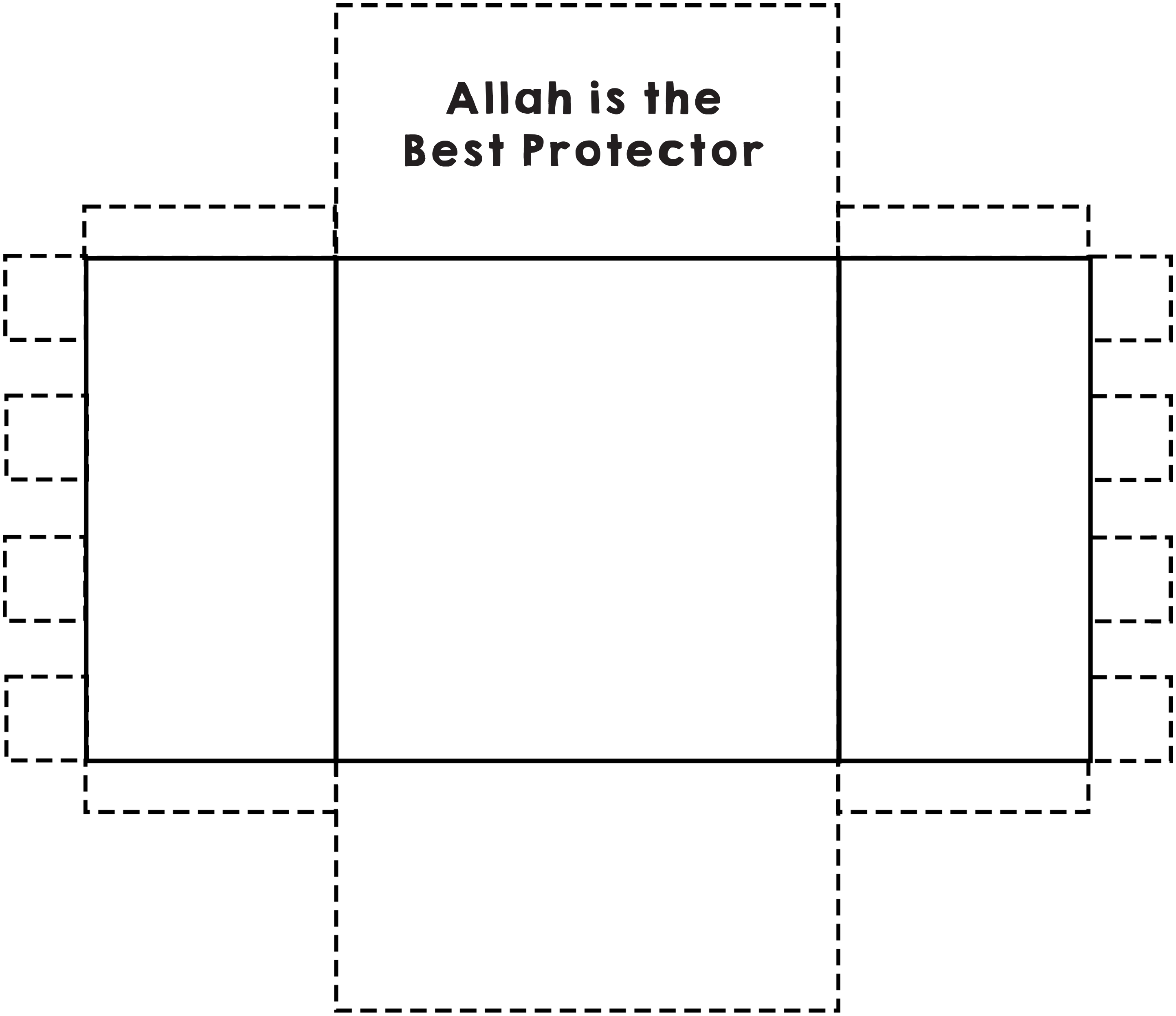
Materials:

- Fortress template
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:

1. Color and decorate the fortress template however you like.
2. Cut out the fortress by cutting all along the dotted edges. It should be one big piece. Be sure to include the tabs.
3. Cut along the small dotted lines at the bottom of each tab so that the tab can be folded.
4. Fold along the 4 lines of the base. The colored side should be on the outside.
5. Now fold along the lines of the tabs to make the tab stick out.
6. Glue or tape one tab to the inside (the blank side) of the adjacent wall. Do this for all 4 tabs and walls to form a little box.
7. Finish decorating the craft however you like.




Allah is the
Best Protector

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Lesson 11: Use Pure Water for Cleaning

(taken from *The Guiding Light* book 5, lesson 1)

وَ اَنْزَلْنَا مِنَ السَّمَاءِ مَاءً طَهُوراً

And We sent down from the sky purifying water.

Sūrah al-Furqān, Verse 48

Imām ʿAlī (ʿa) loved inviting people to his house and sharing meals with them. One day, he invited over a friend and his son for dinner. They were both so excited to visit the Imām and share a meal with him! After all, the Imām (ʿa) was a cheerful and loving person, and he always showed extra kindness to his guests.

When they finished eating, the Imām (ʿa) brought a jug of water and a clean towel so that he could wash his guest's hands. Shocked, the man asked, "how can you wash my hands? You are my Imām and leader!" The man could not believe that Imām ʿAlī (ʿa), with all his greatness, was doing something that servants would normally be doing.

The Imām (ʿa) replied, "You are my guest, and I would like the honor of serving you because this is what Allah likes. Please wash your hands carefully and don't feel embarrassed."

The Imām (ʿa) then told his own son, who was sitting next to him to wash the other boy’s hands.

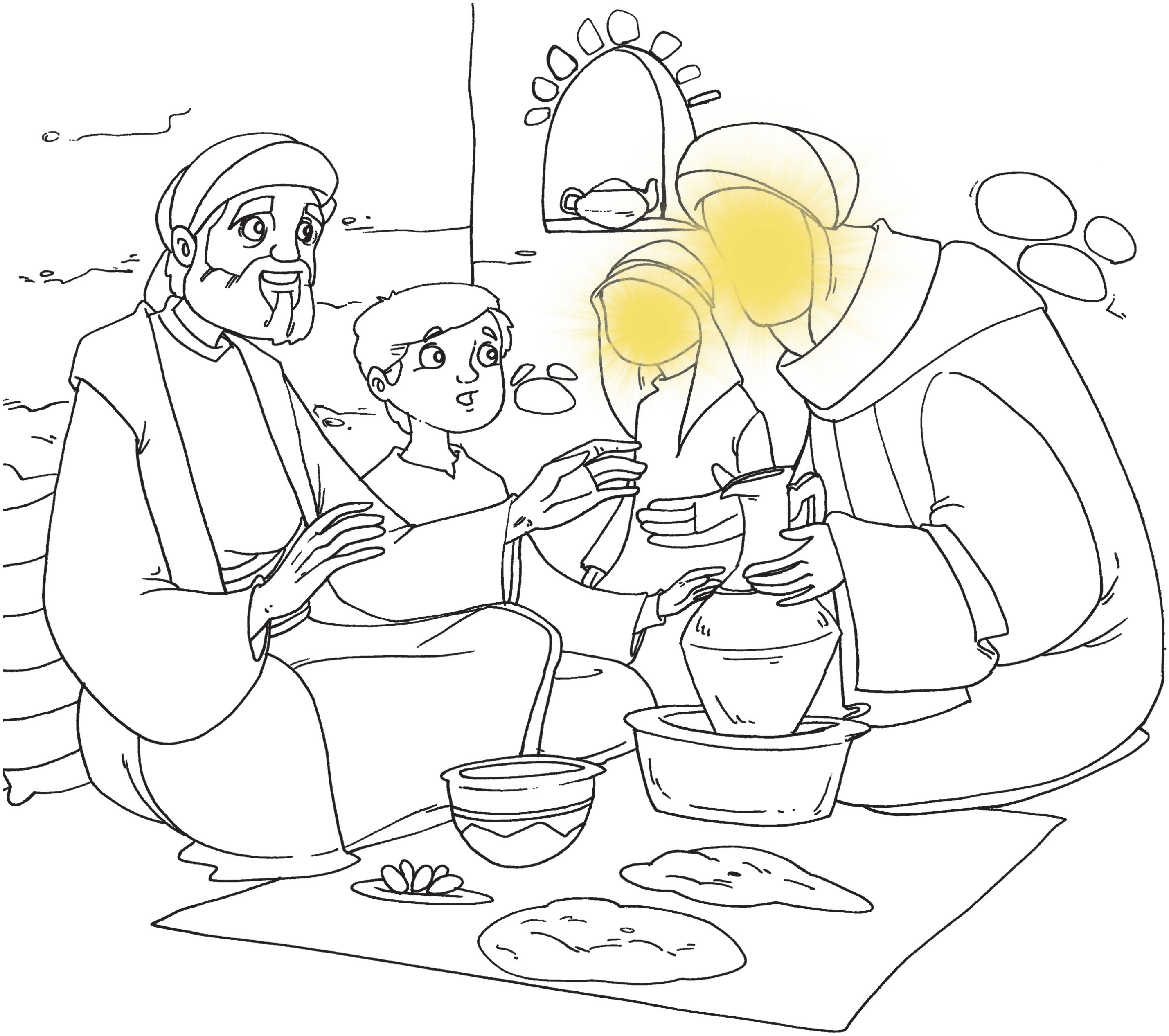
The two guests felt very touched by this act of kindness and left the Imām's home feeling humbled.

Biḥār al-Anwār, Vol. 9, P. 598

اِغْسِلُوا أَيْدِيَكُمْ قَبْلَ الطَّعَامِ وَ بَعْدَهُ

Imām Jaʿfar aṣ-Ṣādiq (ʿa):
Wash your hands before and after you eat.

Al-Maḥāsin, Vol. 2, #1594



Washing Your Hands

Objective: Children will learn that cleanliness and good health begins with using clean water.

Water is a very important part of our life and helps us to keep healthy and clean. In the Qurʾān, Allah (swt) says, "And We sent down from the sky purifying water."[1] It is important to remember that the water we use to drink, cook, and wash is a blessing. We should thank Allah (swt) for this amazing blessing, and make sure we don't waste it.

There are many different ways we can keep clean. One of the most important times to keep things clean is during meal times. We wash the food we eat, the dishes we eat in, and it is especially important to wash our hands. In the story, Imām ʿAlī (ʿa) showed his guests the importance of washing our hands before and after a meal.

Today, we will make a craft that will show us why it is so important to wash our hands.

---

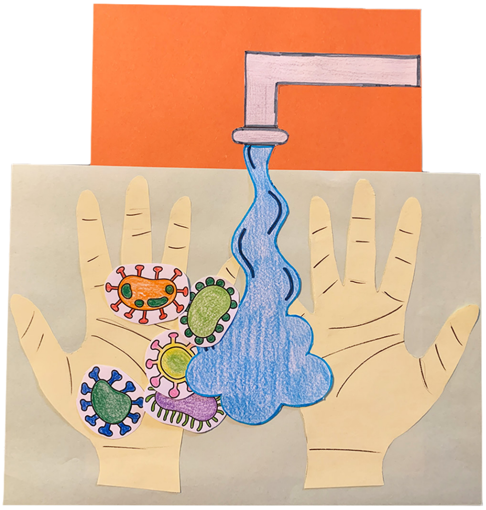
[1] Noble Qurʾān, Sūrah al-Furqān (25), Verse 48.

Suggested Ages: 5+

Time: 40 minutes

Materials:

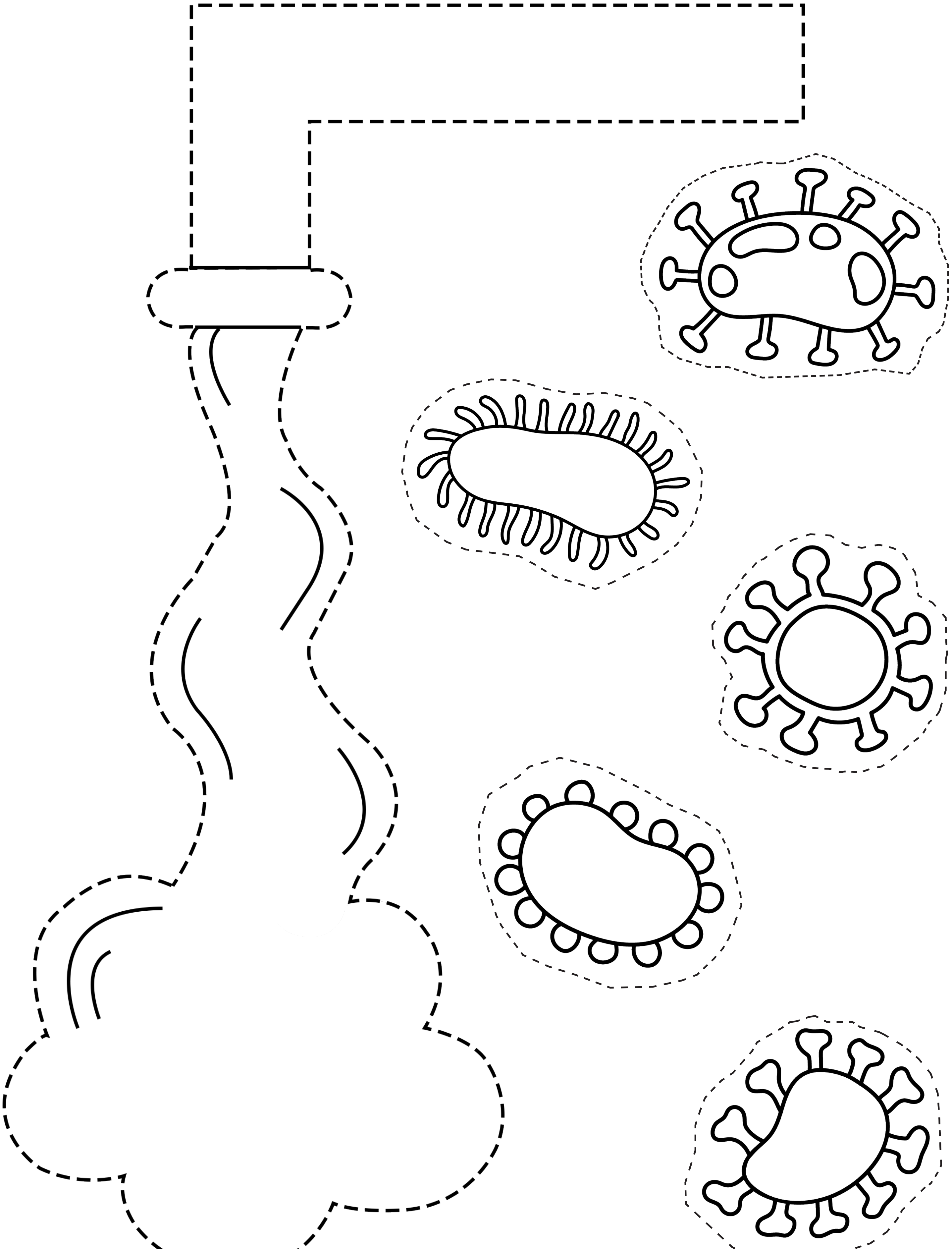
- Washing hands and germs template
- Construction paper 3 pieces
- Crayons/colored pencils
- Scissors
- Glue/tape



Procedure:

1. Color the pieces of the template however you like.
2. Cut out all of the pieces.
3. On the first construction paper, trace your hands and cut them out.
4. Glue the hands side by side to the second piece of paper. Color and decorate however you like.
5. Glue the tap with the running water to the third construction paper, but only the tap and part of the water. The running water should not be attached to the paper.
6. Place the germs onto the paper with the hands. Though we can't see them, there are germs on our hands. How can we remove them?
7. With the germ pieces still on the paper, slide the paper through the running water. See how the germ pieces are swiped off the paper. When we wash our hands, we can wash away the germs.

Craft from: [DIY Labs (Wash Your Hands)]()



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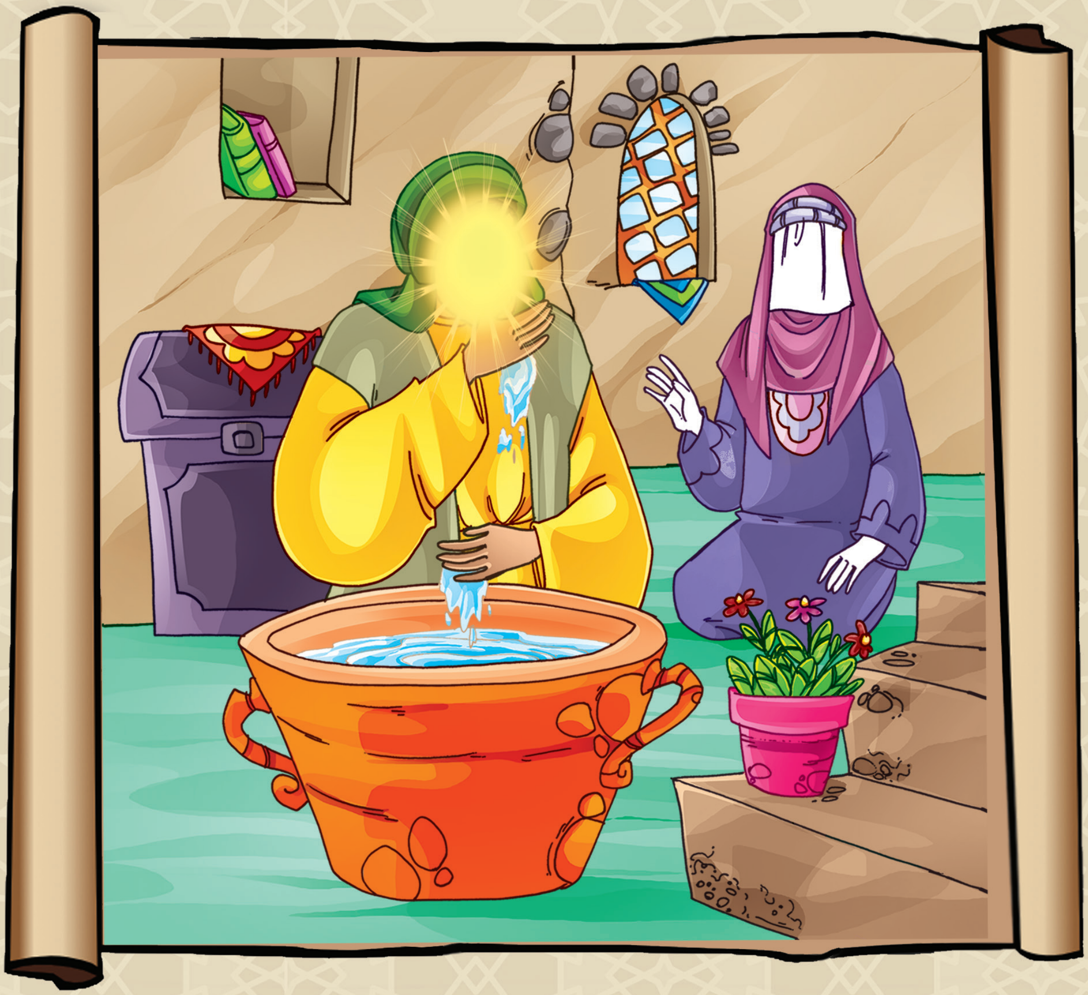
Lesson 12: Be Clean and Presentable

(taken from *The Guiding Light* book 5, lesson 2)



وَ اللهُ يُحِبُّ الْمُطَّهِّرِيْنَ

And Allah loves those who stay pure.

Sūrah at-Tawbah, Verse 108

One day, a friend of the Prophet (ṣ) was coming over to his house. Knowing this, the Prophet (ṣ) dressed up, washed his face, combed his hair, and put on some fragrance.

He had a habit of always being clean and smelling nice.

When his wife saw how he took the time and effort to prepare for his guest, she asked, "why did you do all of that?"

He replied, "Allah loves for us to look neat and clean when meeting our friends."

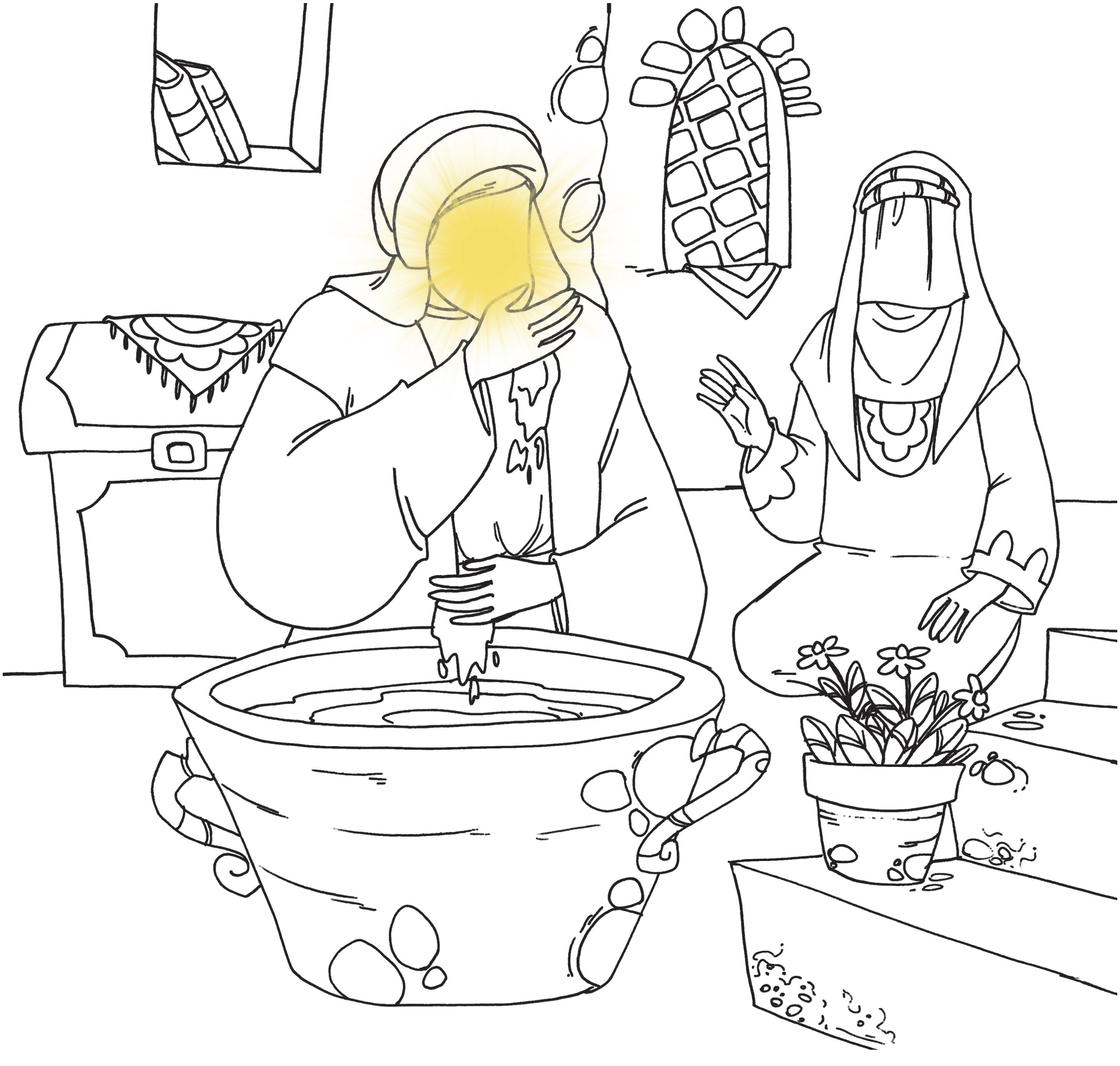
Makārim al-Akhlāq, P. 51

خُذُوا مِنْ شُعُورِكُمْ وَ اسْتَاكُوا وَ تَزَيَّنُوا

Prophet Muḥammad (ṣ):

Take care of your hair, brush your teeth, and beautify yourselves.

Kanz al-ʿUmmāl, Vol. 6, P. 640



Clean and Tidy

Objective: Children will learn about being presentable, alone and in front of others.

In the previous lesson, we talked about washing with water to be clean. Cleanliness also includes being tidy and presentable. We should keep ourselves clean especially when there are other people around. Look at the example of our Noble Prophet (ṣ) from the story. When a friend was coming to his house, he wore clean clothes, washed his face, combed his hair, and put on some perfume. These are good habits that we should follow.

It's important to note that we should keep ourselves looking our best even when we do not have guests. This helps us be more mindful about being clean, and "Allah loves those who stay pure."[1] A great example of this is when we pray ṣalāh. It is recommended to practice the same habits of tidiness because we are standing in front of Allah (swt)!

Today, we will do an activity that will help us remember to be clean and presentable!

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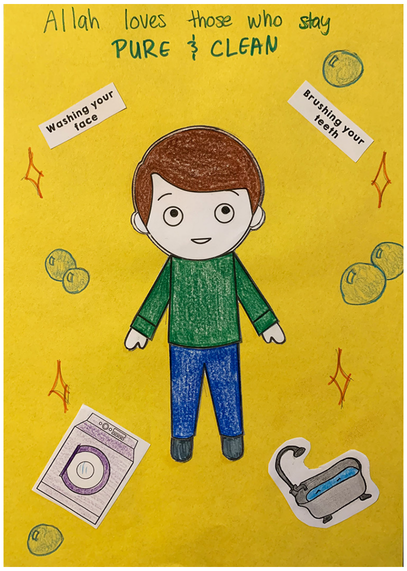
[1] Noble Qurʾān, Sūrah at-Tawbah (9), Verse 108.

Suggested Ages: 5+

Time: 40 minutes

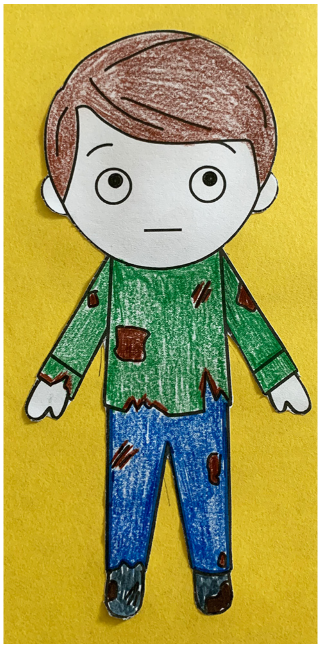
Materials:

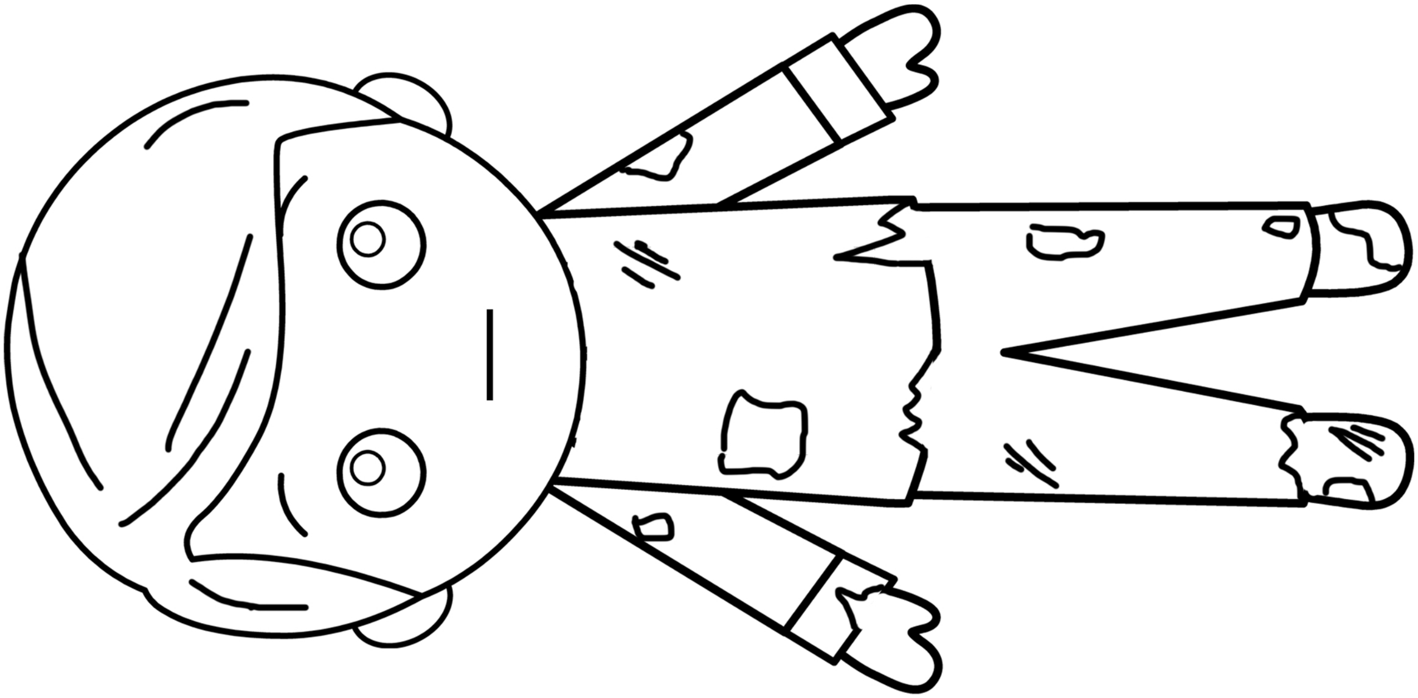
- Messy boy/girl and clean clothes template
- Construction paper
- Crayons/colored pencils
- Scissors
- Glue

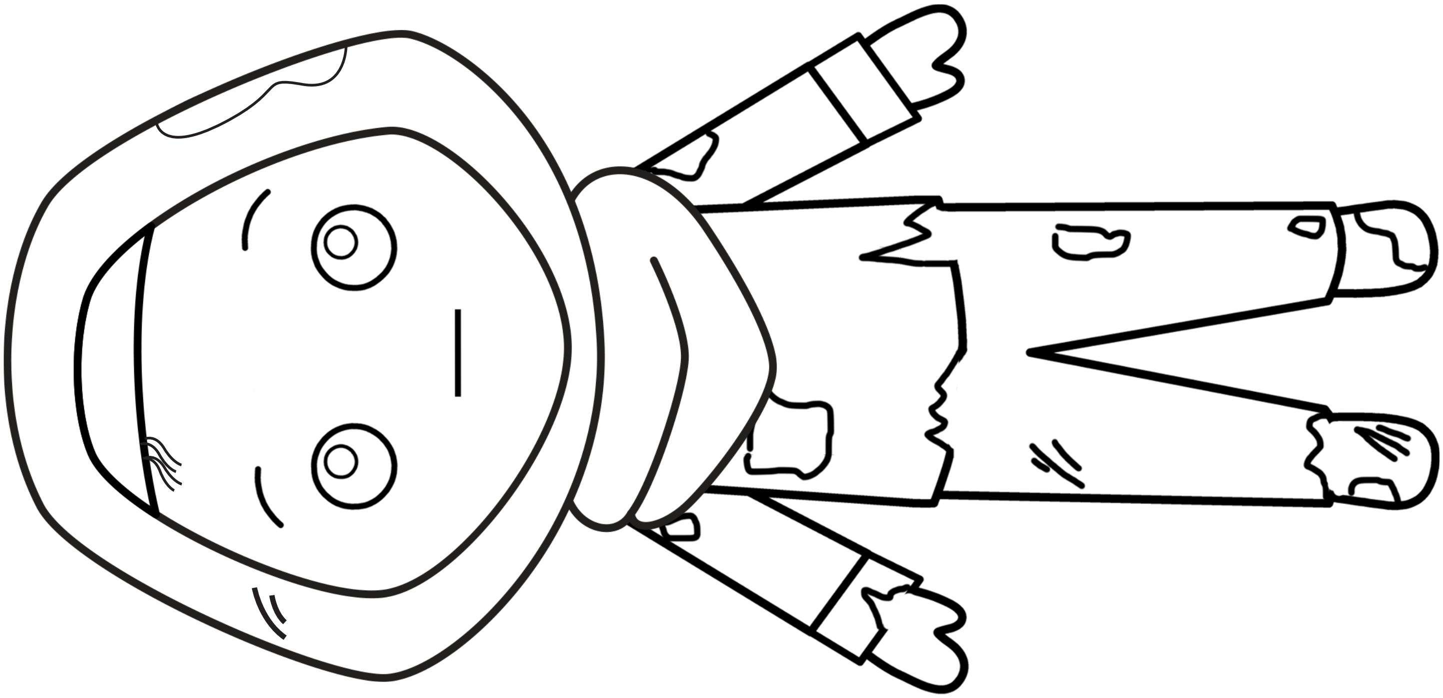


Procedure:

1. Color the messy child and other template pieces however you like (you can pick either the boy or the girl).
2. Cut out the messy child and the pieces of the template.
3. Glue the messy child to the construction paper.
4. Now glue all of the clothes to the messy child to "tidy" them up. It's best to start with the shoes, then the pants, and then the shirt.
5. Finally, glue the images and words related to cleanliness to the construction paper all around the tidy child. You can add more by drawing or writing more examples of how to be clean and presentable.
6. Finish decorating the craft however you like.







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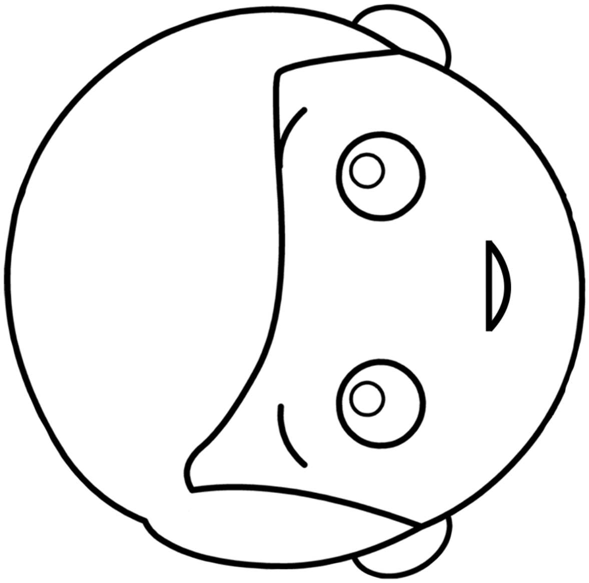

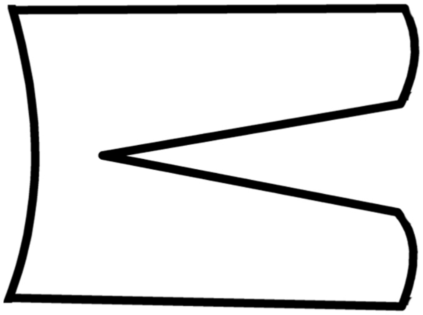

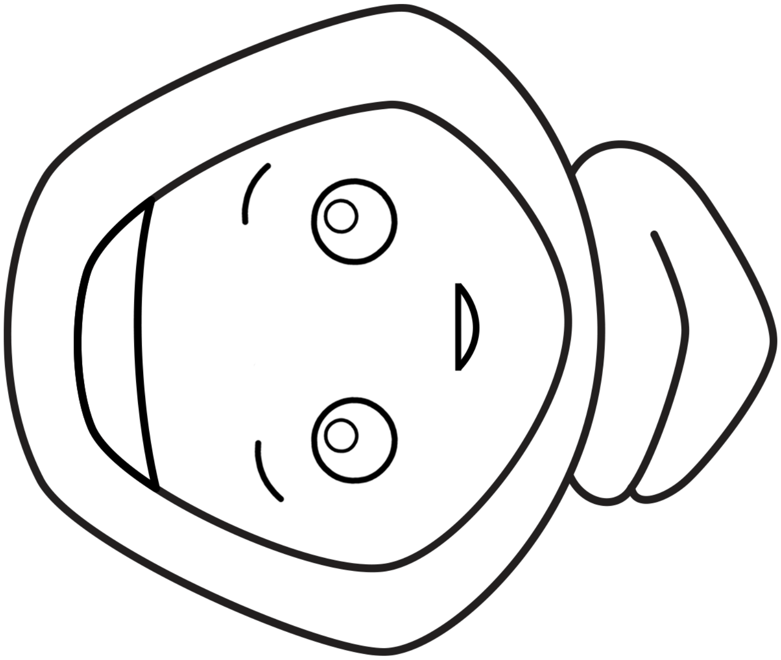

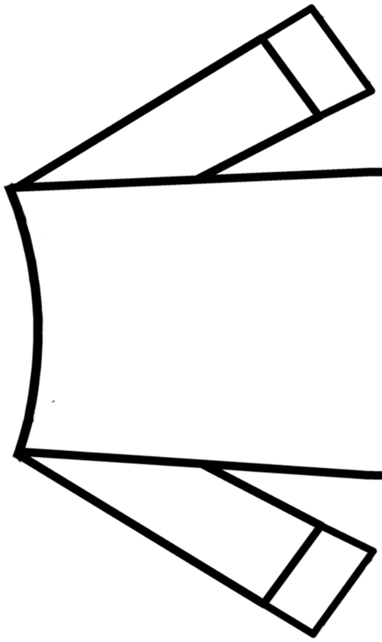

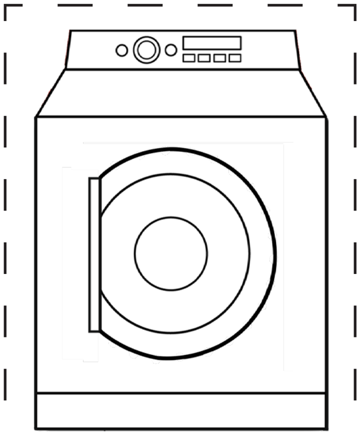

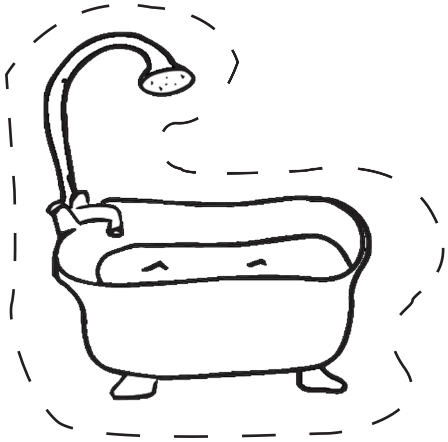

Washing your face

Brushing your teeth

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Lesson 13: Wear Clean Clothes

(taken from *The Guiding Light* book 5, lesson 3)

وَ ثِيَابَكَ فَطَهِّرْ

And purify your clothes.

Sūrah al-Muddathir, Verse 4

Prophet Muḥammad (ṣ) cared a lot about being clean and always smelling good. One day, he saw a pile of laundry lying around his home, so he began to wash the clothes.

Moments later, his wife came up to him and offered, “O Prophet, let me wash them!” He was very happy with her offer and accepted her help.

As they washed the clothes together, he taught her, "Everything, even clothes, praise Allah (by doing dhikr),” he said. “But when clothes become dirty, all of that stops."

Mīzān al-Ḥikmah, Vol. 10, P. 940

اِغْسِلُوا ثِيَابَكُمْ وَ تَنَظَّفُوا

Prophet Muḥammad (ṣ):
Wash your clothes and be clean.

Kanz al-ʿUmmāl, Vol. 6, P. 640

Washing Machine Craft

Objective: Children will learn about wearing clean clothes and keeping them clean.

We know that it is important to be tidy and presentable, as we learned in the previous lesson. This involves making sure the clothes we wear are clean, and how to clean them when they are dirty. We can see the significance of this because Allah (swt) mentioned it in the Qurʾān, saying, “and purify your clothes.”[1]

In addition to being clean, there is a very special benefit of having clean clothes. Our clean clothes recite dhikr and tasbīḥ,[2] so they also praise and worship Allah (swt). Even our clothes realize His greatness! However, they only do this as long as they are clean. This means that if we keep our clothes clean, we can have more blessings in our home from the tasbīḥ of our clothes.

There are many ways that we can take care of our clothes, such as folding them properly, not throwing them here and there, ironing them, and keeping them clean. In our current time, we have machines that can thoroughly wash our clothes. Today, we will make a craft that will remind us to wash our clothes so that they always bring blessings into our homes, inshāʾAllāh.

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[1] Noble Qurʾān, Sūrah al-Muddaththir (74), Verse 4.

[2] Mīzān al-Ḥikmah, Vol. 10, P. 940.

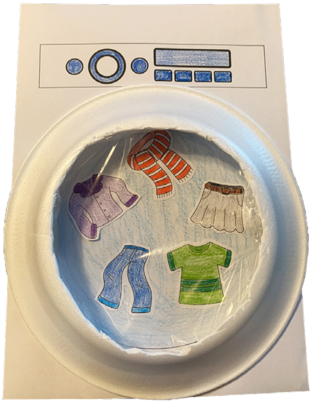
Suggested Ages: 5+

Time: 40 minutes

Materials:

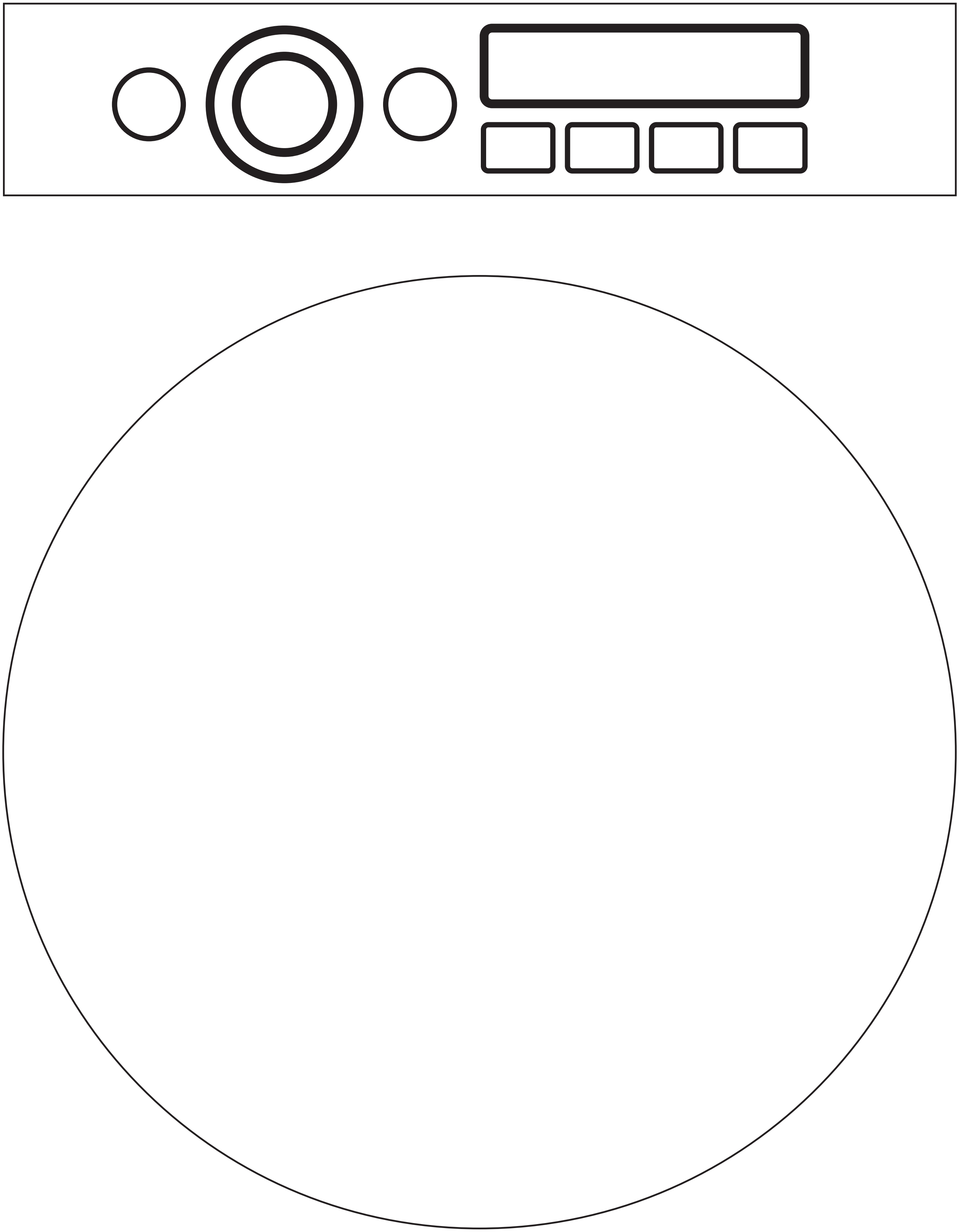
- Laundry machine and clothes template
- Paper plate (no bigger than 9 inches)
- Plastic wrap (or a plastic Ziploc bag)
- Crayons/colored pencils
- Scissors
- Glue/tape

Procedure:



1. Color the clothes and laundry machine images however you like.
2. Cut out all of the clothes by cutting along the dotted lines.
3. Glue the clothes inside the circle of the laundry machine.
4. Take the paper plate and carefully cut out the base of the plate.
5. Glue or tape some plastic wrap over the hole of the paper plate from the inside of the plate (if you are using a Ziploc bag, you need to cut off the zipper part and cut it open from the 2 sides so that it is one flat layer).
6. Now glue or tape the paper plate on the circle of the laundry machine, over the clothes. The clothes should look like they are inside the machine and show through.
7. Finish coloring and decorating the craft however you like.

Craft inspired by Camp Clem.



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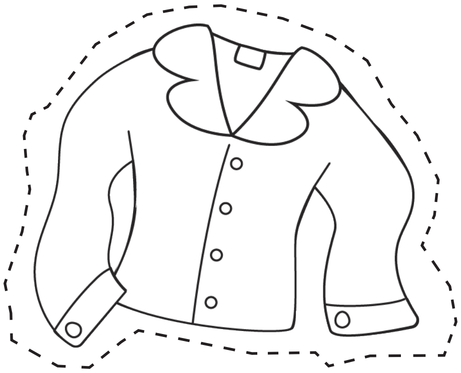

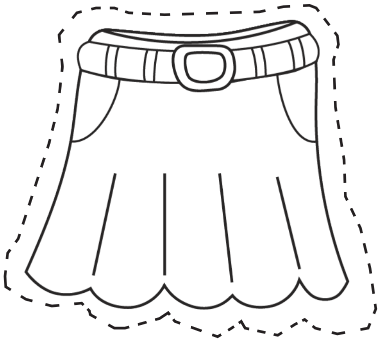

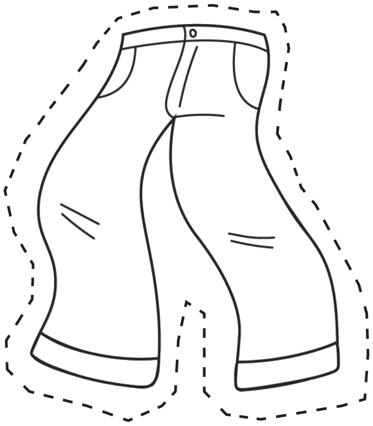

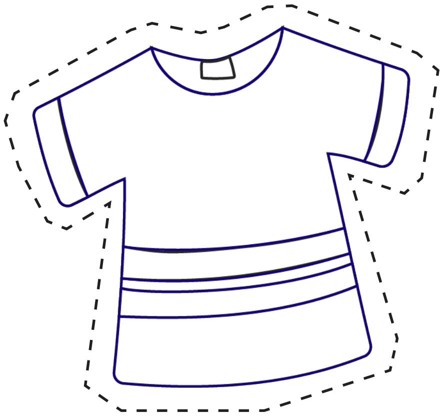

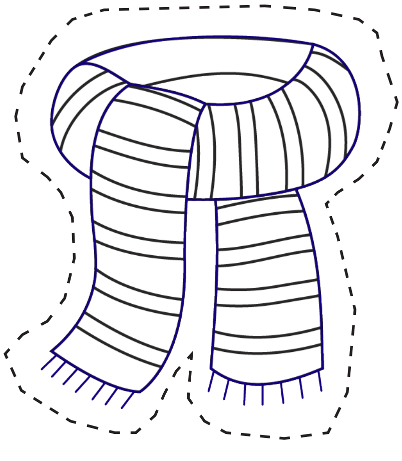

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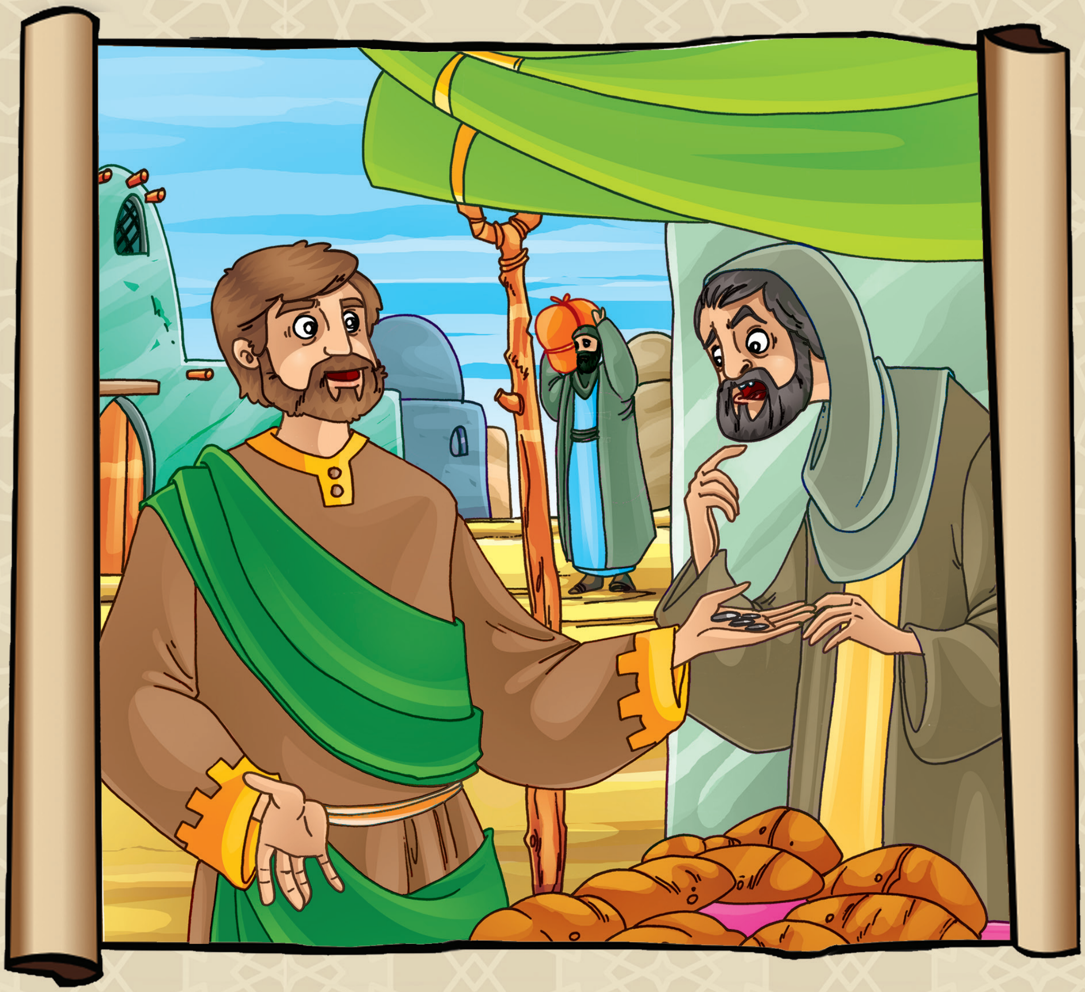
Lesson 14: Eat Pure Food

(taken from *The Guiding Light* book 5, lesson 4)



فَلْيَنْظُرْ اَيُّهَا اَزْكَى طَعَاماً

Let him find out which of them has the purest food.

Sūrah al-Kahf, Verse 19

Many years ago, in the city of Rome, it was illegal to worship Allah, the One. If anyone believed and worshipped one God, the evil king would torture and even kill them.

There was one group of young people who wanted to worship Allah freely, so they escaped from the city and hid inside a cave. The king’s army searched for them everywhere, but Allah protected them by sealing the cave with a huge boulder. Then, Allah allowed them to sleep for many, many years — 300 years to be exact! This is why they are now known as The People of the Cave (*Aṣḥāb ul-Kahf*).

In Sūrah al-Kahf, Allah says that when He finally woke them up from their sleep, they had no idea how long they had been sleeping. They thought they might have been asleep for a few hours, or maybe even a full day. The only thing they knew for sure was that they felt very hungry! Even though they thought it was risky to leave, they decided that one of them would go back to the city to buy some food for everyone.
Before leaving, one of them advised him, "And be sure to buy food from a clean and pure place.”

Even though they had not eaten for 300 years, The People of the Cave still made sure that the food they ate was pure and *ḥalāl*.

Tafsīr an-Namūnah

مِنْ اَخْلَاقِ الْأَنْبِيَاءِ التَّنَظُّفُ

Imām ʿAlī ar-Riḍā (ʿa):
It is from the manners (akhlāq) of the Prophets to be clean.

Muntakhab Mīzān al-Ḥikmah, #6167

Food Categories

Objective: Children will learn about how cleanliness also pertains to food.

Over the past few lessons, we have been talking about cleanliness in terms of ourselves and our clothes. Another part of cleanliness we should look at is the food we eat. In the Qurʾān, Allah (swt) says, "Let him find out which of them has the purest food."[1] We know that when something is pure, it is clean physically, meaning it does not have any dirt. However, there are other ways that something can be pure that we should keep in mind.

In the story, when the People of the Cave wanted to get some food to eat, they advised their companion to buy food from a clean and pure place. In this instance, pure food is referring to food that is ḥalāl. In Islam, part of being clean is to be spiritually clean, and to live a ḥalāl life. This includes eating food that Allah (swt) has allowed, getting our food from the right stores, and buying our food in a just and fair manner.

Today, we will make a special project that we can use to determine what foods are good for us to eat and which ones we should avoid, based on purity, cleanliness, and health.

---

[1] Noble Qurʾān, Sūrah al-Kahf (18), Verse 19.

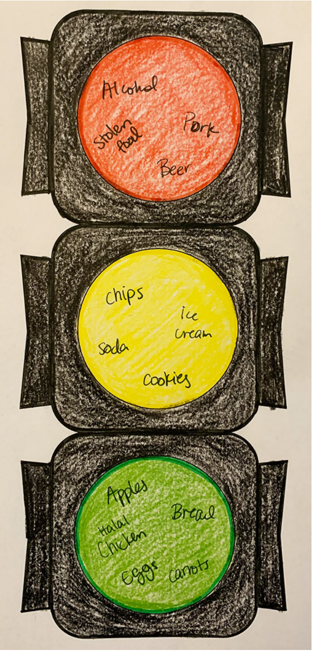
Suggested Ages: 5+

Time: 40 minutes

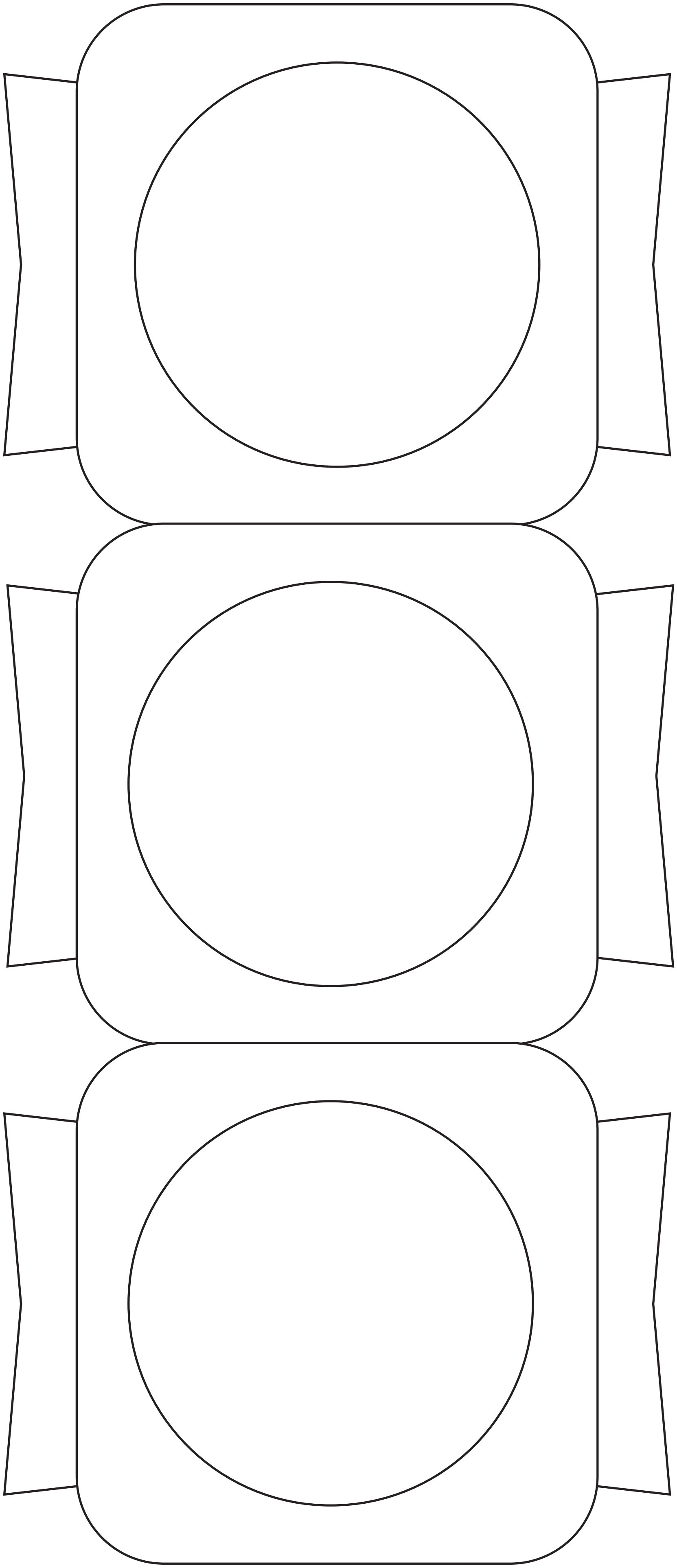
Materials:

- Traffic light template
- Crayons/colored pencils
- Scissors
- Glue
- Markers
- Optional: black, red, yellow, and green construction paper

Procedure:



1. Color the traffic light image in the template. There should be a red light, then a yellow one, and then green.
2. Optional: you can make a traffic light from construction paper. Cut out one circle from the red, yellow, and green papers. Glue them onto the black paper in a row.
3. Next time you go to the grocery store, look at the different foods and drinks. Think about whether or not that item is good based on cleanliness, how healthy it is, and whether or not it is ḥalāl. Organize them into 3 categories: foods that are clean, ḥalāl, and good for us (green light), foods that are ok to eat sometimes but not every day (yellow light), and foods that are not ḥalāl and we should always avoid (red light).
4. When you get home, organize the different foods you saw into the 3 categories, and write/draw them in the respective lights.



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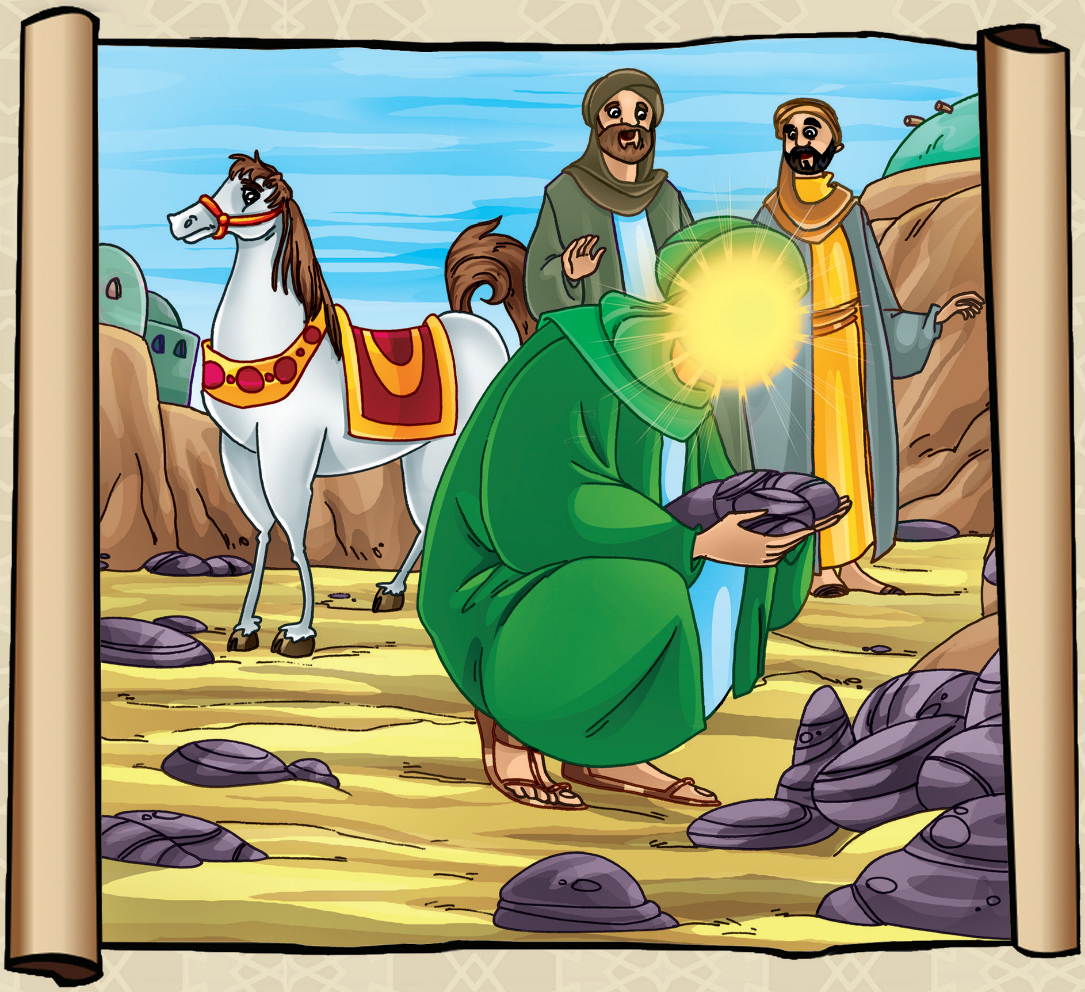
Lesson 15: Keep the City Clean

(taken from *The Guiding Light* book 5, lesson 5)



بَلْدَةٌ طَيِّبَةٌ

A clean, pure city.

Sūrah Sabāʾ, Verse 15

It was a sunny day in the city of Medina when the fourth Imām, Imām as-Sajjād (ʿa), was walking through town with some friends. As they were passing through one of the streets, they noticed that it was quite dirty; there were rocks and rubble everywhere!

Without saying a word, the Imām (ʿa) gently got off his horse and bent down to gather the rocks with his blessed hands.

His friends looked surprised, wondering why he would stop in the middle of the street. One of them finally asked, "May my mother and father be sacrificed for you!* What are you doing?"

The Imām (ʿa) turned toward his friends and said, "These rocks are in the middle of the way, and someone might get hurt."

After hearing this, the men immediately came down from their horses to help the Imām (ʿa) clean the streets. As they pushed aside the rocks, they thought about how blessed they were to spend time with the Imām (ʿa). He was always inspiring them to do good and help others.

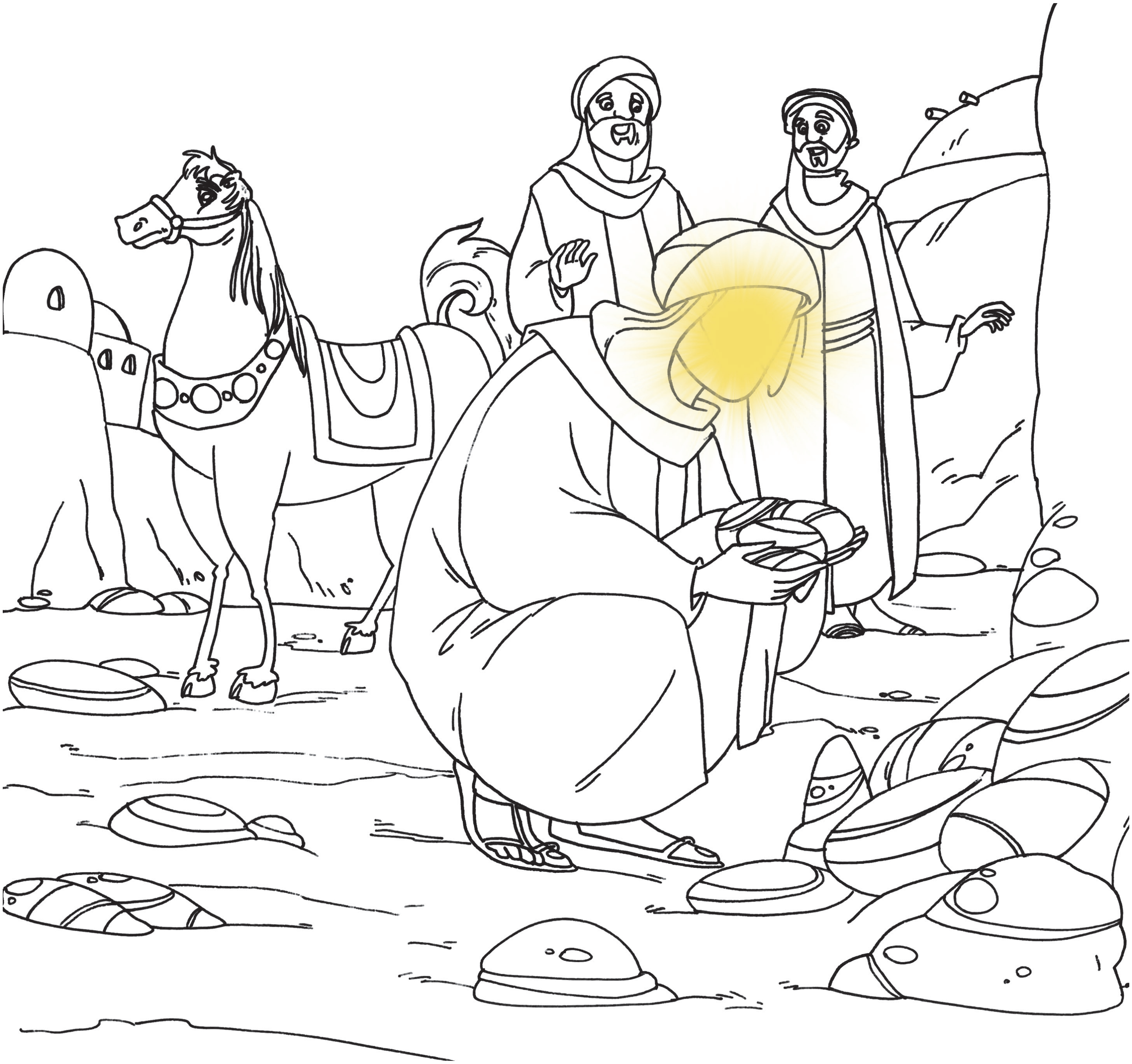
Biḥār al-Anwār, Vol. 75, P. 160

*In our aḥādīth and duʿās, when someone wants to show the highest level of loyalty and love toward another person, they use this expression.

أُكْنُسُوا اَفْنِيَتَكُمْ

Prophet Muḥammad (ṣ):
Sweep the front of your houses.

Nahj al-Faṣāḥah, P. 296



Recycled Materials Craft

Objective: Children will learn about keeping their city clean and how to contribute to the cleanliness of the environment.

> In the story from the lesson, Imām as-Sajjād (ʿa) was cleaning the rocks from the road. He showed us that keeping a place clean is important for safety. There are different people in the city who are responsible for and help to keep it clean. However, as members of society, we are also responsible for the cleanliness of the city or area we live in.
>
> The Noble Prophet (ṣ) gave one way we can do this when he said, "sweep the front of your houses."[1] From this ḥadīth, we can see that keeping the front of our house and our part of the neighborhood clean is important. This contributes to the overall cleanliness of the city, and also the environment. Therefore, we should be more mindful of how we treat the place we live in, and to keep it clean just like we keep ourselves clean.
>
> Another way to keep the city clean is by reducing the amount of garbage we produce. All garbage that is produced collects in huge landfills, which is really bad for the environment. When we reuse or recycle items, we can minimize the amount of waste we create. Today, we will make a special project to show how we can keep the environment clean, starting from our home.

---

[1] Pāyāndeh, Abūl Qāsim. *Nahj al-Faṣāḥah,* P. 296.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Any recycled/reusable materials
- Crayons/colored pencils
- Markers
- Scissors
- Glue/tape
- Other materials

Procedure:

1. Look for and gather any items that can be recycled and reused. Here are some examples: paper towel rolls, plastic bottles, cans, jars, paper bags, cardboard boxes, scraps of paper.
2. Get creative! Make a craft out of the items you have collected. Here are some ideas from the Craft Train to help get you started. The idea is to reuse only things from around the house, and not to buy or print anything.

Zero waste challenge: Try not to create any waste for a day. Use reusable items, like dishes, and pay attention to where you usually waste things, finding ways to stop it.

The Craft Train

The Craft Train

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UNDER THE CLOAK OF GUIDANCE AND MERCY